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Successor to The American Shorthand Teacher

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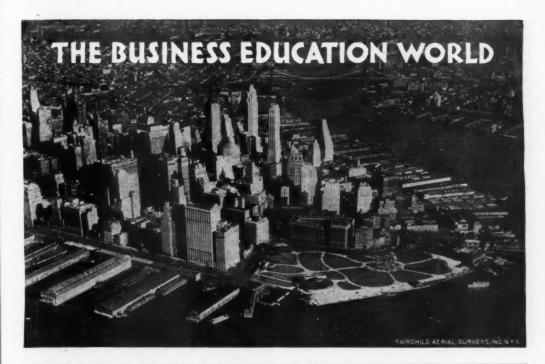
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Vol. XIV

March, 1934

No. 7

The Psychology of Skill'

By CHARLES E. BENSON, Ph.D.

Chairman, Department of Educational Psychology, New York University

KILL is an end product, an outcome of some form of systematic, organized activity. Skill comes as a result of effective organization. A twofold purpose must be kept in mind in the acquisition of skill. First, each learner must have some objective means that will represent his progress and development in his acquisition of skill. Second, each learner must, through his own efforts and his own introspection, feelings, and emotions, be able to explain to his own satisfaction the facts that will explain his growth and development in the acquisition of his skills.

The understanding of the process or processes necessary in the acquisition of skills is complex and involved. There must be a knowledge of the psychophysical process in-

volved in habit formation. It is necessary to ascertain the habits of every kind and grade that are involved in the mastery of any particular motor performance. In addition to finding the habits that are essential, it is necessary to find what precedes the formation of habit, that is, the retentiveness of the neryous system, the formation of associations, and the development of memories. It is necessary to find how associations are formed and developed in the course of the acquisition of a skill as well as in the acquisition of knowledge. This knowledge should help us to understand what takes place in the organization of the individual when he reacts in a definite way when the same stimulus is presented to the same sensory end-organ.

The formation of habits that result in skills requires a nervous system exceedingly plastic and susceptible to impressions. The human

²An address delivered before the Commercial Education Association of New York City and Vicinity, November 4, 1933. The Proceedings of this Association are published annually in a Yearbook.

nervous system is plastic and susceptible to impressions, and because of this tendency to adaptation, it is possible to condition responses to individual needs and to the acquisition of specific skills. The neurones are the elements of the nervous system that are used in habit formation. In order to form neural patterns, the nervous system must be plastic, impressionable, modifiable, and retentive. In the formation of neural patterns, we must use the reflex arcs, which may be in the cortex of the brain at birth, or may be acquired through some form of activity.

The innumerable neurones of the nervous system make reflex arcs possible. Changes in these arcs will, necessarily, change the composition of the sensory and motor impulses. When these changes take place because of exercise and satisfaction, a new neural pattern or motor pathway of discharge comes into existence. The acquisition of skill presupposes a conditioned reflex of a highly special and developed nature.

[The teacher of shorthand or typewriting must always remember that shorthand is not a skill; it is a collection of skills. Typewriting is not a skill; it is a collection of skills. Professor Benson's remarks here and later refer to the acquisition of the individual skills that, collectively, go to make up what we loosely call "shorthand skill" or "typewriting skill."—Ed.]

The conditioned reflex is a specialized and unique type of learning that seldom takes place in real life situations. The laws and conditions of ordinary learning apparently do not apply in this type of learning.

Habit is the relatively fixed way or combination of ways of reacting to situations. Habit formation is learning to perceive, to imagine, to remember, to feel, to think, to act, or to tend to act in the same way that one has acted in the past. It involves relationships that make for mental economy. Each time a reaction takes place, it is accomplished with decreased mental effort and energy. In these cases of economical learning, the connection between the stimulus and the response is more direct and is made in a shorter time. The inhibitions and difficulties that originally interfered are gradually removed, and many, if not all, of the intermediate responses are eliminated. Take as an example, a young child learning to write. He first grasps the pencil tightly, presses the point hard on the surface of the paper, and makes many un-

necessary movements and tensions of the muscles of the arms, face, and legs.

[Haven't we all seen students who graduate without ever having formed good habits, or sometimes without having formed any habits at all, in regard to acts as simple as returning the typewriter carriage? Such pupils face every carriage return as a new problem, calling for a fresh expenditure of thought and energy. Since they have formed no habits of correct machine operation, they have no basis for the organization of habits into skills, as explained in the following paragraphs.—Ed.]

Education consists largely in the formation of habits. Efficiency consists in the proper organization of habits into skills. Some of the habits that we acquire through our education and training are comparatively simple, while others are very complex. The manner of walking, peculiarities of speech, facial expressions, social conduct, and the method of logical thought are complex forms of habit. Progress in learning would be impossible without habit, for all that one does is dependent on what he has already done. If there were no provisions for short-circuiting the process, if one were forced to keep one's attention on the almost indefinite details that make up the complex behavior series, the mind could not be free to engage in the reorganization of past experiences in new combinations. The artist is able to paint his masterpieces only when he gives little or no attention to the proper mixture of his colors or to the mechanical details involved in the execution of the stroke.

Every individual comes into the world equipped with a certain motor organization that enables him to eat, to sleep, to eliminate, and to take exercise. These nerve patterns were not acquired by the individual, but are a part of his biological inheritance. They are all essential to effective living. The habits that furnish the basis of acquired skill have to be formed, and the first essential is to have a nervous system that will be susceptible to change. This change must remain.

The nervous system must have the power of retention and then, before the skill becomes effective, there must be a recognition and an interpretation of these reactions. If it were not for the excitability and conductivity of the nerve substance, it would be impossible to form habits. It would be impossible to increase our skills and efficiency in motor or mental performances if the nervous structure were not susceptible to a stimulus and capable

of being modified. The way we think is just as much a matter of habit as the way we act, and the brilliant student is the one who is skilled in organizing and reorganizing the content of his past experiences.

The last sentence applies particularly to the shorthand and typewriting student. Usually, as he came up through the elementary schools he gradually, by the trial-anderror method, made discoveries and formed habits that served him well enough in the study of the knowledge subjects. Now, for the first time in his school career, he is called upon to acquire skills, while all his previous experience has been in the acquiring of facts. A little guidance on how to organize his practice work and how to practice will do more than the imposition of great amounts of additional practice to be done in an unthinking, futile, and resultless fashion. Many a student is "poor at brief forms," not because he does not study them enough, but merely because he does not study them in the right way.—Ed.]

The process by which short-circuiting and habit formation take place is not fully known, but we think of it as a process of conditioning. Habits can be built only when there are one or more reactions. When a habit is being formed, neural arcs are used. The more times an impulse passes over a neural arc, the less the resistance to it. Just using this arc, however, will never result in habit formation nor in a skilled reaction. An intellectual and emotional element enters into the building of every habit and the attainment of every skill.

[The last paragraph is the conclusive answer to the home-work assignment, "Write each word fifteen times." The assignment could be written 515 times without the desired result, because "just using this arc will never result in habit formation nor in a skilled reaction."—Ed.]

Every sensory impulse and every motor response have a feeling tone, and this feeling tone is perhaps the vital part in the building of all reactions and skills. The desire to improve, the annoyance and discomfort attending wrong practice, all aid in the formation of a habit. The mind set of the learner, that is, his attitude, is the one important intellectual mental factor essential in the correct organization of habit patterns. The idea of the act, the end to be attained, will facilitate



Photo by Charles Cooper CHARLES E. BENSON

habits and skills. When the learner is earnestly intent on the mastery of a skill for ends that he feels or conceives to be of value, the major task of habit formation has been accomplished. A large part of the time spent on drills in such subjects as arithmetic and handwriting or in rote memory is wasted because of the failure to secure, first of all, the cooperation of the learner in the undertaking.

[Here we meet our old friend "motivation," with the whys and wherefores explained. Here we have the explanation of the value of awards and credentials and commercial contests. Notice that, as Professor Benson says, all we need are "ends that he [the learner] feels or conceives to be of value." The shorthand speed certificate, which may be so unimportant to us, may be supremely desirable to the child—and that is all that is necessary.—Ed.]

In situations where exact knowledge, skills, and attitudes are desired, specific drills are required. The amount of such drill is dependent on a variety of factors, such as the simplicity of the process, the preceding experiences, the method of presentation, and the attitude and interest of the learner. Drill means effective repetition without variation of the act to be acquired.

[Please do not overlook the word "effective," which we have taken the liberty of

italicizing in Professor Benson's copy. This phraseology is not to be interpreted to mean that the pupil is to write the same shorthand character or the same typewritten word over and over again. The "act to be acquired" may be the reach from g to t, which can better be acquired by practicing a series of words, such as ought, fought, sought, taught, wrought, than by practicing ought until the student is either asleep or nauseated, according to his temperament. Effective repetition requires attention and interest. Anything that deprives the drill of those two factors vitiates the drill.-Ed.]

The learner must not be shown how to do a thing in one way at one time and then be permitted to do it in another way at a different time when the situation is the same. Skill cannot be developed under conditions of continuous change. Pupils should be drilled in the acquisition of skills and knowledge, but not in the solution of problems requiring continuous adjustment to new situations.

[Let us, then, not be too hasty to explain all the exceptions to a rule before the pupil has mastered the rule itself. Let the exceptions wait—they will keep—Ed.]

During the hours of drill we are forming new associations. A skill comes as a result of the organization of associations. In typewriting, each skill increases certain groups of movements representing the syllables, and soon words begin to link themselves together for certain phrases and clauses. Attention in dealing with the larger group of movements involved in writing should be first given to details, then in a more and more unitary fashion, until the larger group is no more a task for consciousness than was once the letter and word. A direct association is thus formed for the easy and more familiar phrases. This same general rule holds true for handwriting, for spelling, and for combinations of fundamental operations in mathematics as well as in typewriting.

The daily practice or overlearning of habitual responses is exceedingly important in the beginning. The so-called warming-up process is a matter of attitude. It is only when we are in the proper mood or have the proper mind set that we learn effectively.

[Apparently, the principal value of the ordinary "warming up," consisting of a slow dictation for shorthand or some sim-

ple drill work for typewriting, is that it "collects our wits," as the old saying goes. It serves the same purpose as the martial trumpet calling men to battle, or soft moonlight shimmering across the bay, bringing out all our gentler feelings. You are the same man in either case, but with a completely different mind set. Undue time spent on the warm-up is time wasted.—Ed.]

Another factor in the acquisition of skills centers in the psychology of attention. There would be no learning without attention. It is necessary to narrow the field of consciousness to the task at hand. It is impossible to maintain our attention on one condition for any length of time—there is constant fluctuation going on. There may be regular lapses in attention and effort, and sometimes there are irregular lapses in this psychic process. As a rule, attention drifts away from the task at hand. Other associations are aroused by the different stimuli presented by the work, and it is necessary to be constantly bringing back into the foreground the central thought or theme. This involves the use and development of productive inhibitions.

The development of productive

The development of productive inhibitions or sets of inhibitions is a great factor in the development of skills. Productive inhibitions cannot be formed without proper attention. There is a tendency to decrease the attention in the last stages of learning where the amount is slight, and when the work as a whole shows real improvement. This has important practical significance for learning. As soon as any gain is made and further progress of acquisition is possible, the activity or work naturally holds the attention and awakens interest. Continued attention or application to the task at hand can be assured by pleasurable feelings, a favorable attitude, which results in success.

[If you ask Mr. Dupraw the secret of his shorthand success—to what he attributes his winning of six championships without a defeat—he will tell you "concentration." I have often watched Mr. Dupraw, not only in contests but also while practicing, and I am inclined to think he is correct. He focuses his attention on his writing with the intensity of a burning glass. His concentration is so intense as to be almost palpable.—Ed.]

Another factor in the formation and development of skills is a feeling of significance and "worthwhileness." When a student feels that the lesson before him is significant he

will work with a great deal more energy and interest than if it is merely the humdrum exercise of getting through another hour. When there is a proper feeling tone, a proper feeling of significance, a high degree of spontaneous attention usually results.

It is always wise to have students practice with the higher units—the higher thought process being active—with the understanding of relationships, and with a knowledge of the end results. In the development of skills, the student should learn to eliminate gradually the elementary habits, and to use the higher and more effective habit patterns. Or, to put it in another way, he should learn to integrate his elementary habits into patterns so that the reaction comes from the pattern rather than from any single unit of the pattern. In the organization of these patterns for proper skill reactions, the student must find out, and the teacher must find out, just how fast the exercise should take place. If there is too great a speed, there is a tendency to eliminate essential details. If there is not enough speed. there is a tendency to bring undesirable associations into the center of the field of consciousness. Great effort, wrongly or carelessly applied, is more detrimental to progress than a simple lapse in attention and effort. All the special habits to be formed must be guarded in the last stages of their development. They must be thoroughly mastered. Many habits are developed simultaneously and literally perfect each other. Intense effort is usually required to make a forward step and show progress. The vital problem in learning resolves itself into making the right use of attention and in determining how fast to push ahead. There is a tendency to slight association in the last stages of habit formation and to push ahead too fast. It is well if the habit impulse can be seasoned. It is well to practice for accuracy and perfection before any attempt is made in the acquisition of speed in a skilled reaction.

[The thoughts given above should be of the greatest help to all teachers of skill subjects. Their application must be made carefully, however, to avoid misinterpretation. True, we must practice for accuracy and perfection before any attempt is made to acquire speed in a skilled reaction. It is obvious that we cannot develop skill in a reaction that we do not possess. Scylla, on the one side, performs the first reactions so slowly and carefully that all possibility of skill attainment vanishes. Charybdis, on the other side, with ill-judged haste, begins too early the attempt to develop skill in a performance that cannot be controlled even at low speeds. Here is the function of the shorthand and typewriting teacher-to watch the pupils' progress and determine how much time is necessary to attain accuracy and how soon it is safe to begin the practice designed to speed up the reaction and convert a half-formed habit into a genuine skill.—Ed.]

Skills come as a result of the integration of activities. Motor skills are acquired through activities on the playground, in the gymnasium, in handwork, piano practice, handwriting, and countless other forms of motor responses.

Motor coordination is a valuable asset in the development of a skill as well as in the development of a personality. Industrial efficiency demands a high degree of perfection in the essential skills. The worker must be trained to perform with precision and rapidity whatever processes constitute his work. There must be cooperation of the sensory endorgans and the muscles under the direction of the intellect. In part, skill consists of sheer mechanism of motor responses, but it also requires intelligent adjustment to difficulties.

[Note, though, that, as Dr. Benson says earlier in this paper, the pupil should not be required to attempt to learn the skill at the same time that he copes with these difficulties. The skill once learned requires intelligent adjustment to difficulties. While the skill is in process of formation, it must be given an opportunity to grow and develop unhampered if the best results are to be obtained.—Ed.]

The higher the skill, the greater the degree of intelligence required. Effective functioning of the higher thought processes involves a complicated system of skills. Skills are indispensable for efficiency. All of life depends, for its effectiveness and efficiency, upon the organization of the motor and the intellectual skills.

More Devices by Carmichael in April Issue

"The successful teacher is usually the one who has the greatest ingenuity in discovering and using devices that arouse interest and serve as incentives."—Pyle.

Business Education Aims

RITING in St. John's Analyst, John Fiedler gives a symposium of statements by prominent educators in answer to the three questions: "Do We Need Business Education Today?" "What Is Business?" and "What Is Education?"

From these statements, Mr. Fiedler sets up the following principles and aims of education for business.

The aims of business education are the aims of education. The qualifying adjective, business (which we understand to be the management of any economic activity), merely marks the point of dominant interest—the hub around which the remainder of the curriculum is organized—the magnet unifying, attracting, and holding together the diversified elements.

The aims of business education may be presented in terms of the learning outcomes under the following natural divisions: knowledge, attitudes, habits or skills—all of which integrate functionally in power.

T

A. Knowledge. The pupil should be equipped with:

1. Knowledge of social life in general and business life in particular.

2. Knowledge of his own personal abilities and limitations, to aid him in intelligent educational and vocational choice and in making a satisfactory and adequate social adjustment.

3. Knowledge of subject matter, direct and related, in terms of broad business principles and organizations, and of particular, specialized, vocational preparation.

B. Attitudes. The pupil should be equipped with:

1. An appreciation of the responsibilities and privileges of the individual in an economic society.

2. An appreciation of the traits and personality factors essential to his own successful integration and progress in business.

3. An appreciation of business as socialcivic, rather than selfish aggrandizement.

C. Habits or Skills. The pupil should be equipped with:

1. The tendency to utilize the tools of his vocational choice with sureness and skill.

2. The tendency to utilize the subject matter of related fields to situations arising in the field of his vocational choice.



JOHN L. FIEDLER

3. The tendency to act in accordance with a knowledge and appreciation of and sympathy with the democratic social-civic order.

T

(Power is an integration of the learning outcomes or functionings of information, attitudes, and habits.)

Power. The pupil should be equipped with:

1. The ability to apply his knowledge of social life in general, and business life in particular; of his own personal abilities and limitations; of subject matter, direct and related, to the effective solution of practical problems.

 The ability to act in terms of his appreciation of the responsibilities and privileges of the individual in the democratic, social-civic economic order.

3. The ability to react habitually in terms of knowledge and attitudes and skills, on the basis of broad functional experiences.

4. Finally, the ability to integrate his knowledge, skills, and attitudes in the effective solution of economic, social, or civic problems.

Business education recognizes the social order of things as predominantly influenced by the economic order of things, and is, in consequence, seriously involved in understanding, interpreting, and directing the economic for the best good of the social.

Business education is growing more rapidly, probably, than any other type of education. This would indicate some satisfaction with its program. To hold this position of prominence, to maintain its dignity, and in order not to break faith, it must assume its problem in the whole and carry on in terms of the highest principles that democracy has evolved.

¹ "The Aims of Education for Business." by John L. Fiedler, M.A., Associate Professor, School of Commerce, St. John's University, Brooklyn, New York, St. John's Analysi, November, 1933.

The Story of Shorthand

By JOHN ROBERT GREGG, S.C.D.

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Chapter IV (Continued)

TIRO'S SYSTEM: ITS ORIGIN. RISE AND DECLINE

В

UOTATIONS in previous chapters have indicated that the Tironian notæ had attained remarkable popularity by the end of the fourth century. Historians assert that the art was taught in more than four hundred schools in the Roman Empire. The grammarian, F. Planciades Fulgentius (480 A.D.), states that "all instruction is of a higher and lower nature, as the instruction of the young in writing is divided into the usual method of writing and the stenographic form." From this it would appear that shorthand was then regarded as an integral part of the educational system.

With the decline and dissolution of the Roman Empire, shorthand, like all other arts, lost favor. It was no longer regarded as a great or fashionable art. Recall that the Emperor Justinian in the sixth century forbade the writing of his famous codes of law in the "catches and short-cut riddles of signs." Later Frederick II (1194-1250), Emperor of the Holy Roman Empire, ordered the destruction of all shorthand characters as being "necromantic and diabolical."* The Abbé Trithemius (1462-1516), whose works on shorthand were burned on the report of Bosseville and Poissevin, who condemned them as being necromantic, says that in those days stenographic characters were regarded as elements of the Armenian tongue, the language par excellence of sorcery.

Then came what are called the "Dark Ages," when the arts and sciences, among them shorthand, were banished from the world. During the Dark Ages there were few persons who could read or write, and the ability to write conferred upon many of them what was termed the "benefit of clergy."

o

The only traces of the art discovered after the fifth century until its revival in modern times are in the form of memoranda on public and ecclesiastical documents. Now and then one or two lines of shorthand have been found on the parchments of a Merovingian or Carlovingian king of France or an emperor of the West.

On a diploma of Clovis II (592 A.D.) the complicated knot or ornament of the signature has, in Tironian characters, "Relegit et subscripsit publico." On other documents are "In nomine Christi," "In perpetuum ordinante

^{*}In Old English, the word "necromancy" was spelled "negromaunce" or "nigromauncie." This old spelling was due to confusion with the Latin niger—black; hence the name, "Black Art."

Pipino majordomo," the latter sentence referring to the father of Charles Martel. On a diploma of Charlemagne (742-814) the last twelve words, which attest the monarch's signature, are repeated in Tironian notæ, probably by the king himself, "to make assurance doubly sure."

10

About 1150, an English monk, John of Tilbury, wrote "Nova Notaria," in which he set forth a system of abbreviated writing consisting of an alphabet of vertical strokes, distinguished by dashes struck in various directions and in various places alongside the vertical lines, with the vowels expressed by dots on either side of the vertical line. This alphabet was as follows:



Joannis Tritenheim (1462-1516), the learned Benedictine abbot of Sponheim, better known by his Latinized name of Trithemius, was the first to call attention, in 1496, to the lost "Ars Tironiana," commonly known as the Tironian notes. Trithemius was a writer on cryptography, and his various alphabets for secret messages bear resemblance to some of our present telegraphic codes. He endeavored unsuccessfully to decipher the Tironian notes, but his attempt inspired subsequent scholars to complete the work he began. His manuscripts were burned, and he himself narrowly escaped from an auto-dafé as a sorcerer.

John Jewell (1522-1571), the famous Bishop of Salisbury, is credited with having invented a system of stenographic marks for his personal use. With this system he reported, in 1554, the disputes between Cranmer and Ridley. One of his biographers says:

During the reign of Henry VIII he was privately a Protestant, but on the accession of Edward VI (1547) he no longer made a secret of his religious opinions, and when Peter Martyr entered on his divinity professorship at Oxford, he contracted an intimate friendship with that eminent scholar, attended his lectures and sermons, and, being skillful in the use of stenographic characters, which he had himself invented, officiated as his notary when he disputed in the divinity school with the champions of the Catholic doctrine on the subject of the real Presence and the other topics of controversy then in agitation.

In 1559, he became Bishop of Salisbury, in which office he died in 1571, in his fiftieth year, and was buried in Salisbury Cathedral. He wrote many

books, and left several unpublished manuscripts, but no specimen of his stenographic characters is known to modern shorthand writers. Some of his manuscripts are missing, but if they should ever be traced, it is conceivable that they may contain some of his characterical or stenographical writing. It is recorded in Prince's "Worthies of Devon" that Jewell kept indices of a large number of commonplace books which he had written, but these indices, being "drawn up in characters for brevity," were so obscured as to be of no value after his death.

11

Following the decay of empires and feudal powers, there came a revival of learning and the birth of new ideals of human life and culture. The peoples of the earth awoke from the long lethargy of the Middle Ages, and there came freedom of speech and thought. It was a great age. Columbus sailed the seas and discovered a new world; Copernicus became the father of modern astronomy; and Galileo, of modern science. Shakespeare and Bacon wrote; Gutenberg invented movable type; Caxton, the printing press; and Newton discovered the law of gravitation.

Dr. Hendrik W. van Loon says, in his "Story of Mankind":

In the twelfth and thirteenth centuries the flood of international commerce swept over western Europe as the Nile had swept over the valley of ancient Egypt. It left behind a fertile sediment of prosperity. Prosperity meant leisure hours, and these leisure hours gave both men and women a chance to buy manuscripts and take an interest in life and art and music.

Whenever people have been deeply moved by religious, political, or social reforms, there has been a wide-felt desire to have a record, for immediate and for permanent use, of the utterances of the great leaders of such movements. Therefore, it was inevitable that the revival of interest in religion, the arts and sciences, literature, social and political relations, would turn the thoughts of men to the "lithe and noble art of brief writing," which had preserved to the world so much of the wisdom of Roman and Greek civilization.

The first evidence we have of the revival of shorthand in the Renaissance is the fact that the sermons of the "new prophet," Girolamo Savonarola (1452-1498), were reported in some form of abbreviated writing by Lorenzo di Jacopo Violi. There are many omissions or incomplete sentences in these reports, and in parenthesis this quaint explanation is made by the reporter: "Here I was unable to proceed on account of weeping." Now it is true that many of our present-day shorthand writers occasionally find themselves "unable to proceed" with the dictation, but not because of "weeping," although doubtless there are times when some of them have felt like relieving their feelings in that manner when transcribing their notes! One is inclined to believe that Violi was merely camouflaging his inability to keep pace with the fiery utterances of the great Florentine; but since all historians declare that Savonarola's sermons were so eloquent and impressive that they strung



REPORTING A SAVONAROLA SERMON

the Florentines "to heights of spiritual exaltation which they had never before or since attained," let us be charitable to Lorenzo di Jacopo Violi, who was attempting to report the great orator amid waves of emotional frenzy. Savonarola, however, acknowledged that he had been reported with accuracy. It is quite evident, on the other hand, that another great reformer, Martin Luther, was not pleased that some of his utterances should have been preserved. He said:

"Now I am indignant and irritated, though in vain, that reflections expressed after dinners and suppers should be snatched for the public. I am still compelled, at the solicitation of friends, to make a preface to this work, although I have nothing to say except that these are my thoughts and my words."*

*"Colloquia oder Tischreden Luthers," Steinmann, 1603.

The B. E. W. Platform

- 1. A minimum business education for everyone, including short courses in the skill subjects for personal use.
- 2. Specific application of the general objectives of business education in terms of authoritative instructional materials.
- 3. A better understanding of present-day economic problems and their effect on business education.
 - 4. Scientifically prepared courses of study.
 - 5. More practical standards of schievement in skill subjects.
- 6. A better understanding of the objectives of business education and a more sympathetic cooperation in the solution of business-education problems on the part of those educators charged with the administration of schools and with the training and certification of teachers.



The Forgotten Consumer

By RAY G. PRICE

Horace Mann School, Gary, Indiana

During the time of our grandparents, the problem of selection of commodities was an extremely minor one. The task of selecting the best electric sweeper, electric iron, tooth paste, tooth brush, etc., was not a problem in those days. During the past few years, science and invention have created new and varied articles from which we must attempt to choose the best for money spent. The market is flooded with many and varied products. It is impossible for our consuming public to know which of these many products is the best for him to buy. How are Mr. and Mrs. Consumer to know which is the best electric sweeper, automobile tire, canned salmon, or dry cleaner?

NDER the new deal for the producer and the laborer, the consumer, as has been his lot in the past, must be content to tag along and accept what is handed out to him. Not being organized, as are the producer and the laborer, the consumer has been helpless to remedy his plight. The few scattered numbers who have attempted to help the consumer have been able to do little because of the lack of organized power and effort.

After setting up the N. R. A., under which the producer is to receive more for his product, General Johnson was reminded that consumers might be interested in this price-fixing pro-

gram of industry. For this "prod in the ribs," General Johnson appointed a consumer board, made up almost entirely of society women, who may or may not have been interested, even abstractedly, in the problems of the consumer, and certainly not from a practical standpoint.

N. R. A. Consumer Board

This very meek consumer board was tied hand and foot because of lack of power and resources. Professor Ogburn, of the University of Chicago, after serving a short time on this board, resigned because the board was not doing, and could not do, anything for the protection of the consumer.

Professor Lynd, of Columbia University, also a member of the consumer board, said



in a radio broadcast on December 23, 1933, that the consumer was the "forgotten man," and that he himself had considered resigning from the board, but would see it through and at least get some of their recommendations written in the records even though the board might finally be thrown out onto the scrap heap.

The Oil Industry

One example cited by Professor Lynd was the case of the oil industry. Under the code, increased wages by the industry approximated about \$1,000,000, but at the same time price fixing of gasoline, oil, kerosene, etc., increased the income from these products approximately \$7,000,000. The consumer board will have to be given a more receptive ear by the admin-



RAY G. PRICE

istration than it has to date before the consumer will receive proper protection under the N. R. A. As Professor Lynd stated, it is hoped that the time will come in the near future when the consumers' interests will be on an equal footing with those of the producer and the worker.

County Consumer Councils

Paul H. Douglas, of the University of Chicago, is endeavoring to aid in the protection of the consumer. He is attempting, through the cooperation of the administration at Washington, to organize consumers' councils in each county in the United States. These councils would be made up of seven members representing the consumer, such as a woman from one of the women's clubs interested in consumer problems, a dirt farmer, etc. The councils would not be made up of business men, as is too often the case. Consumer problems have been handled long enough by business men. These councils would investigate complaints of exorbitant price charges and, upon finding the complaint justifiable, would forward their findings to a supercouncil in Washington.

It is also hoped that these councils would entertain complaints concerning quality, misrepresentation, fraud, etc.

This program advocated by Mr. Douglas could go a long way in helping the consumer

solve his problem of getting his money's worth, provided the proper cooperation is forthcoming from the administration. Resources must be provided for such a mammoth undertaking, and means must be provided to get proper action on the valid complaints.

The Pure Food and Drug Law

President Roosevelt has ordered one important new deal for the consumer. At his direction, Assistant Secretáry of Agriculture, Rex. B. Tugwell, is drafting an entirely new food and drug law to replace the now existing out-of-date law.

Dr. Wiley's now antiquated statute certainly needs replacement by a law that will offer greater protection to the consumer. New and modern business practices have made it necessary to provide a more effective weapon against these new abuses. When the original law was drafted, foods and drugs were mostly sold through their labels. Manufacturers depended on their labels to sell their goods, which constituted most of their advertising. Hence, the law covered only the matter of truthful labels, leaving advertising free from any kind of control. The result is that we are bombarded from all sides with a lot of hokus-pokus advertising, in which preposterous claims are made by the manufacturers for their product. All that is necessary is that labels are kept above legal reproach.

Changed modes of living and changed habits have brought into existence other problems of protection that were not so prevalent back in 1906, when the original law was passed. Today, foods are prepared more and more outside the home rather than in the housewife's own kitchen. The cosmetic industry, which is today one of the important industries, was, at the time the existing law was passed, a relatively unimportant business.

The new bill is designed to prohibit all false and misleading advertising of foods, drugs, and cosmetics through any and all mediums. The law requires that all labels not only be truthful, but also informative, so that the consumer will know what he is buying, how much he can safely use, and whether or not it can possibly harm him.

Under the old law, it is necessary to prove to the court not only that the claims are false, but that the manufacturer knows they are false. The penalties under the present law are very mild. In case it is proved that a manufacturer knowingly made false claims or knowingly sold injurious nostrums, he is fined a maximum of \$200 and allowed to go back to his corrupt practices. The new law carries more adequate penalties, and the Government would not be required to prove that the manufacturer knowingly made false statements. All that is required is to show that they are false.

Everyone will agree that this new food and drug law, in principle, is a laudable step toward leading the consumer out of the darkness that now surrounds him.

Among the many criticisms made of the bill, only two are of significance: (1) The bill gives too much power to the Secretary of Agriculture, who will have charge of the administering if the bill becomes a law. (2) In making decisions concerning frauds, standards, false claims, etc., the Food and Drug Administration may make too inaccurate rulings, and too hastily drawn conclusions, which would do serious damage to industry as a whole.

It is granted such may be the outcome. But the public, since March 4 last, has granted wide powers to President Roosevelt, to use at his discretion. The people of the United States have shown their confidence in the President's leadership and prefer to risk a few mistakes than to have inaction upon matters that demand action. We should display this same cooperative spirit in providing more protection for the consumer.

The law, if it passes Congress with all its "teeth," and Congress makes adequate provision for its enforcement, will be the first notable step in a new deal for the forgotten consumer.

Consumer Bureau of Standards

The Government, through its Bureau of Standards, buys all its goods by means of specifications regarding size, weight, quality, etc. All products are carefully examined, tested, and tried in order to find the best possible product for the expenditure to be made.

The consumer has no experienced engineers and research workers to whom to turn in order to determine if he is receiving proper value for his money. There are no reliable standards or grades for the consumer.

Through the Government, a consumer standard board could be created, thereby protecting consumer income, as the consumer would



A FRUITFUL FIELD FOR EDUCATION

then have standards by which to buy, the same as the Government.

Education of the Consumer

By means of education, the consumer should be taught the wise use of money. Without effective guidance, the consuming public fails to obtain its just share from its income. How to save, to invest, and to budget one's income are all-important needs of the consumer.

The Proceedings of the Sixth Annual Conference of the National Association of Commercial Teacher Training Institutions, in the section captioned "Obligations of Business Education to Society," contains the following concerning consumer education:

Ability to earn is not enough. Ability to save is quite as important. Wise investing is essential to individual security and social well-being from an economic point of view. People must become competent in personal, family, and community finance if abiding economic stability is to be achieved. There is no conflict between these two aims—preparation for efficient participation in productive activities and for wise use of resulting financial rewards.

It is an obligation of business education to produce these results in the interest of the individual as a consumer of goods, of business that produces what people will buy, and of society as a whole whose welfare is predicated on a proper functioning of the forces of production, distribution, and consumption.

The school, along with the Government, must accept the responsibility of aiding the consumer. The school must provide unbiased information that will enable him to shield himself from the arts of the many advertisers.

Practice Makes Perfect

By FRANCES R. BOTSFORD

Assistant Professor of Commerce, Ball State Teachers College, Muncie, Indiana

HERE was a time when much faith was placed in the maxim, "Practice makes perfect." Children spent hours of practice on musical instruments with one eye on the clock, counting the minutes. Pages of copy books were covered with more or less recognizable copies of a sentence written at the top. Misspelled words were written a hundred or more times to insure correct spelling when used again. In a similar manner, a shorthand outline has been repeated as many times as possible or five or ten lines to fix it in mind. When a method was devised to typewrite by touch, repetition of the alphabet, of words, and of sentences was stressed, and practice was given a chance to make perfect.

Later, a study of educational psychology brought a change in our thinking, if not in our practice, and it is no longer expected that mere practice of any kind will bring the desired acquisition of a skill. The maxim requires modification to "Practice makes perfect" when intelligently directed. Educational psychology has given evidence that practice makes perfect under the conditions described below.

Practice Makes Perfect When

Distractions Are Kept at a Minimum. Physical conditions, such as temperature, hunger, and general physical well-being, are not supposed to affect mental efficiency, but they do distract attention and require an adjustment of the individual to them before he can regain and maintain his efficiency.

Learner Is Free from Worry. Worry is an emotional state usually caused by fear, which lowers efficiency. It may be the fear of being laughed at, of being at the foot of the class, of failing to pass, of getting a low grade, of letting someone else get ahead of him, of being required to reach an impracticable standard, or some other condition that might have been better regulated by the teacher at the opportune time.

Learner Has a Mental Set or Attitude that Makes Learning Satisfying. If a pupil wants to do the exercise, his mental set is much more satisfying than if he is required to do what he does not care to do at that particular time. Annoyance is not conducive to the best learning. There is some evidence that the pupil is not always conscious of this set, for frequently the best of work is done on a day when he says he feels as though he could not accomplish much; and often when he thinks he could do something splendid, he is not able to do it. The preparatory step of the lesson plan is based on the necessity of the learner's being in the right attitude toward the new.

Learner's Emotional State Is Aggressive Without Being So Intense As to Lower His Efficiency. The pupil should be actively, not passively, interested in accomplishing some goal, but he must be calmly emotional, since getting wrought up over the work uses up energy that should be directed toward the work itself.

Learner Is Given a Model or Demonstration of the Whole Process. If the pupil sees the whole before he attacks it, he will get the relationship of the parts to the whole and reap the benefit of the Gestalt theory that the whole is greater than the sum of its parts.

Attention Is Given to the Exercise by the Learner. Practice in repetition often becomes mechanical and as such does little good. If the form is varied so that attention is required, more real learning will take place.

Practice Is Accompanied by Intense Effort. If the pupil understands the purpose of the exercise and has the right set for accomplishing that purpose, he frequently puts all his energy into it and the intense effort brings results.

Learner Feels the Significance of the Practice. A feeling of worth-whileness on the part of the pupil is conducive to learning.

Responses Learner Should Make Are Listed for Him. This saves the trial-and-error method, which is inefficient from the standpoint of learning.

Transfer of Training from Other Activities Is Possible. Playing a piano or other musical instrument, which involves motor responses of the fingers, or sewing seems to give a pupil an advantage during the first few days in a typewriting class.

Responses Which Are Right Are Quickly Recognized and Practiced. A feeling of satisfaction on the part of the pupil should be fostered as a help in strengthening these correct responses.

Responses That Are Wrong Are Recognized As Wrong and Eliminated. A feeling of annoyance on the part of the pupil may weaken the strength of the bonds that are to be eliminated.

Practice in the Early Stage Is Given in Recess Fashion. Daily practice periods are more desirable than periods coming on alternate days.

Practice Periods Are Not Too Long Nor Too Close Together. What the most desirable length of period is for an individual pupil in a certain activity is a matter of doubt, but short periods of strenuous effort followed by periods of rest bring the best results.

Variation Is Provided and Elements Are Seen in Many Different Relationships. Practice tends to become meaningless if sheer repetition of the same pattern is used.

First Practice Is Followed by Relearning Before Forgetting Takes Place. The usual curve of forgetting drops rapidly at first, but less abruptly if a review of the function is given soon after the learning. Review should be given often at first and then less frequently as time goes on. The last items taught are most in need of review.

Items Are Overlearned During the Early Stage. Items that have been overlearned require less time for relearning. Forgetting does not set in as quickly as it does for items that have not been overlearned.

Practice Is Given Under the Conditions of Recall. If responses are made as they will be used later on, recall is facilitated.

Practice in Errors Has Been Kept at the Minimum. Prevention of errors decreases liability to practice wrong responses. Unsupervised practice often results in the formation of errors and practice in them. [This applies with maximum force to errors of technique, which are much more important than errors appearing as the product of wrong technique.—
Ed.]

Elements Are Given Specific Practice after



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Discovery That They Need It. Some elements will need no specific practice, but diagnostic treatment of the learning by one who keeps in mind the characteristics of good performance, will bring to light elements that need practice. Remedial practice should be given at once to overcome what practice in errors has taken place.

Practice Is Continued to the Point of Fatigue. Beyond the point of fatigue there may be a lessening of the accomplishment. If we could determine the point of fatigue we would know just when to change from one activity to another.

Periods Between Practice are Spent in Very Similar or Very Different Type of Exercise. Either facilitates retention, but semisimilar material used between periods of practice tends to confuse and interferes with retention.

Learner Has a Knowledge of and an Interest in Improvement—In Progress. Improvement brings satisfaction; annoyance comes from lack of improvement. There is much progress under conditions of experiment to find effect of exercise. The keeping of a graph showing progress made will give the learner this knowledge and arouse his interest.

From an Article of Real Gold

"Why quibble and discuss and weigh and survey and ponder and confer—and do nothing? When a housekeeper sees disorder and dust, does she go into a huddle with the other housekeepers of the town?"

You will want to read every word of this article by Elizabeth S. Adams in next month's issue of the Business Education World.

A Two-Year Medical Secretarial Course

By MINNA VOELKER

Rochester Junior College, Rochester, Minnesota

At our suggestion, Miss Voelker has described the medical secretarial course that she organized and has conducted in Rochester for the past five years. In her letter of transmittal she writes:

"I have tried to stand off and look at the course from the outside, but it takes a better imagination than mine. I always find myself right in the midst of things. Accordingly, I shall write much of this story in the first person, with the understanding that you will rewrite it for your purposes."

It took us but a moment to come to the conclusion that she writes as well as she teaches, so we very wisely left her story as it was submitted to us—in the first person. Our readers are urged to send us similar stories of practical adaptations of business courses to the needs of their community.

SIX years ago, when I came to Rochester to visit friends in the clinic where I was once employed, I was called into consultation with the dean of the junior college, the superintendent of schools, and the president of the school board, a physician. They were contemplating organizing a school for medical secretaries in the junior college, and wanted my opinion on the course of study. After I had looked it over and given my opinion, they invited me to apply for the position as teacher and director of the course. I resigned my position, took the Normal

Course at Gregg College, and began the new work in the fall of 1928. When I was first employed as a medical

When I was first employed as a medical secretary, I used to wonder why it had not occurred to some school to organize a class for training stenographers specifically for the medical field. It seems especially fitting for a junior college to undertake this work, as it is adapted to a two-year period of training. The two objectives of a junior college are to prepare students for senior college, and to train them for what Dr. L. V. Koos calls the "semiprofessions." Such a two-year terminal course should prepare a graduate for some general line of economic activity or for some special activity peculiar to the community in which the junior college is located.

Rochester a Medical Center

One day in September, when the new dean was registering students for the fall term, a mother accompanying her freshman daughter to the office asked if there was some course in the college which would prepare a girl to go out and earn a living at the end of two years. The dean studied the community, which was new to him. Since Rochester is one of the world's medical centers, he examined the feasibility of a medical secretarial course as an experiment in serving community needs. It seems that others more directly concerned had felt the need, but nothing definite had been previously formulated.

The next problem was to decide on the curriculum. The equipment of a medical secretary is essentially the same as that of a com-



MINNA VOELKER

mercial secretary. The greatest difference is the difference in vocabulary. The medical secretary should be familiar with Greek and Latin roots, suffixes, and prefixes used in the medical field. Besides the correspondence, her principal duties are the preparation of manuscript, bibliography, tables, and charts. She should have a knowledge of pathologic indexing and filing, and be familiar with the medical literature. This involves a technical vocabulary, and often requires a knowledge of foreign languages, especially German. German medical literature is voluminous.

Many suggestions for building the course of study were obtained from Dr. W. W. Charters' survey of secretarial work. A questionnaire was prepared, which contained a list of personal traits and a list of subjects that are ordinarily taught in high school, college, and secretarial schools. This questionnaire was sent out to forty-two employed medical secretaries, who were asked to check the subjects and the traits they considered essential, desirable, or negligible. The practical suggestions in the returns aided greatly in determining the content of the course.

Course of Study Prepared

A tentative course of study was drawn up and presented to heads of secretarial departments in various colleges and to physicians for criticism. As the result of this survey, only one minor change was made before submitting the final draft to the Board of Education for approval. Since 1928, when the course was organized, only one change has been made—Biology was substituted for English Survey. It seems a definite tribute to Dr. Charters' pioneer work that the course, built on his method of approach, has so accurately met the situation for which it was built.

As it now stands, the course requires rhetoric, biology, psychology, German (two years, including medical German), shorthand, type-writing, and office practice. Office practice covers letter writing, preparation of manuscript, use of the medical library, filing, pathologic indexing, etymology, and general office technique. The student meets with the technical vocabulary in almost every class, and one approach substantiates the other.

Since the inception of the course, it has been the policy of the college to limit the membership, partly because it was considered an experiment and partly to control the sup-

ply to meet the demand. Candidates are admitted on the competitive basis and may be graduates from high schools outside of Rochester or outside of the state. They are selected on the basis of personal traits and scholarship.

Each Applicant's Personality Rated

Each applicant receives a personal rating sheet listing nineteen qualities that were selected from those submitted by the employed medical secretaries who had been consulted originally. Among them are taste in dress, tact, loyalty, dependability, patience, health, judgment, honesty, and intellectual curiosity. These traits must be checked by the principal, superintendent, adviser, or employer if the applicant has been employed.

These check lists, a written application, a photograph, intelligence tests, and college aptitude ratings, when available, serve as guides in selecting students. Only those well above the average in scholastic standing are considered. Even after this careful selection and weeding, there is a mortality of 35 per cent. But the result is that those who do survive can be relied on to meet the requirements in this specialized field. One physician whose secretary is one of our graduates says that she is the best he ever had, and that he has had some good ones. He says that she was better trained as a beginner than her predecessor when she left.

(Those who read this may say, "Anybody could do that with such a system of selection and elimination," and they will probably be right when they say it. The point is, this school has the "nerve" to carry elimination to the point it does. The junior college is a part of the public school system of this district, but the students pay tuition when they reach college. In fact, the tuition for the medical secretarial course is 50 per cent higher than for the science, literature, and arts courses. That most of the graduates have positions is probably an important psychological factor in making the course attractive. The commercial course in high school has for so long been the dumping ground that the state of affairs we have here is a particular thrill. We make it hard to get in, and now the students in high school who contemplate taking the course tell each other how hard they are going to work to get admitted to "that class in Junior College." It might be a factor in establishing standards for medical secretaries. We have no intention, at present, of lowering standards for the sake of large enrollments.)

Until the second year of the depression our graduates experienced no difficulty in securing positions. Frequently, they were placed several weeks or a month before graduation. During the last few years, it has been several months or a year sometimes before they have obtained anything but temporary work. Some of them have accepted non-medical positions. At present, however, only four graduates are unemployed; two of these are incapacitated by accident or ill health.

This record is probably directly due to our elimination process, but by keeping up such standards we maintain that the long period of apprenticeship in the doctor's office can be reduced, and the employer will have confidence in our product. Even those who are classed as failures have found employment in businesses and professions that do not require such a high degree of skill as we demand.

Selecting the Teacher

After the course of study had been arranged and been approved by the Board of Education, they began casting around for an instructor. The president of the board, who is a physician, and who was my chief for the five years that I was a medical secretary, suggested me, as he thought my qualifications met the requirements. I was graduated from a liberal-arts college, and from Gregg College, and had had some postgraduate work in science, copy editing, scientific German, and special studies in rhythm. I had had several years' teaching experience and considerable experience in clinics as laboratory technician, secretary, and medical editor.

In a general way, I felt that I knew what the course of study should contain, but one of the problems for the first year was to determine how much could be expected in the given time. The school administration allowed me absolute freedom in planning the course of study, and agreed to withhold judgment until the end of the year. I was to be judged by the success of my graduates. The main question in the mind of some patrons was, Is the course practical enough? I kept constantly in mind my own experience in medical work and tried to retain only essentials. It took two or three years to smooth out the bumps.

The medical secretarial students meet with

the regular college classes for their academic courses, and I conduct the classes in short-hand, typewriting, and office practice. The first year of typewriting is essentially like that of any other school, but is supplemented with exercises in medical tabulation, and copying medical reprints whenever feasible. In the second year, besides the regular drill and speed tests, the class publishes a weekly bulletin for the student body. It consists of about nine or ten mimeographed sheets and a cover. This gives practice in cutting stencils, arrangement of material, tabulating, punctuation, and, in general, making an attractive product.

Instructional Materials Used

In first-year shorthand, we use the regular Gregg Manual and "Gregg Speed Studies," and graft onto this the medical terms according to units. (This was done at the suggestion of Mr. Leslie in 1928 when I saw him in the Chicago school.) The work involved in this is tremendous, and took several years. It meant first choosing the high-frequency medical terms according to my own experience, and then classifying them according to the units in the Manual. Even this was still unsatisfactory, because it provided practically no drill for review. I tried at first to make sentences to supply the drill, but was unable to keep up under the load.

In the meantime, another problem arose which later helped to solve the difficulty. The students felt insufficient incentive or curiosity to look up definitions of lists of words merely as an assignment, so I began one September by requiring sentences from each member, using the new words for each unit. Since the prerequisite for such an assignment is knowing the definitions, I have had no further trouble along that line, and also my original problem of getting drill material is at least partially solved. My collection of sentences is still growing, and many are excellent.

In the second year, there is daily medical dictation; the material is obtained from actual clinical letters and reprints. We have access to unlimited first-hand material and a variety of subject matter. The students attend weekly staff programs, get accustomed to various speakers, hear a varied vocabulary, and see lantern slides of various aspects of disease, and also tables and charts. They get experience in criticizing and learning.

The hour called "office practice" is a grand collection of miscellany. There is a letter writ-

ing, preparation of manuscript, filing, and general office technique, besides intensive study of technical terms. Manuscript involves preparation of bibliography and statistical tables, treatment of illustrations, case histories, and footnotes. This is where knowledge of a foreign language may be applied, especially German and French. We have access to a medical library and get actual experience in the use of the Index Medicus and the Surgeon General's index, besides many reference books and three or four hundred medical periodicals in many languages.

In filing, I have developed a simple system of instruction for pathologic indexing that may be adapted to small clinics or hospitals or expanded to meet the needs of larger institutions. We have an opportunity to observe at first hand the set-up in a large medical center and to see the practical use of immense amounts of statistical material.

And then there is the constant emphasis on vocabulary. We study derivations separately: -ectomy means excision, -itis means inflammation, -rrhagia means flow, nephr- refers to kidney. I have chosen a list of about 800 high-frequency words, in which these prefixes and suffixes occur, and the students are invariably surprised that in such a short time they are able to "figure out" meanings of words that they never heard before and without looking in the dictionary.

The office technique is essentially the same as that in any office. The students are constantly reminded, however, that patients are a more sensitive group than others, and that there is constant demand for tact and respect for confidence.

Results of Course Most Gratifying to All Concerned

There have been many ups and downs in managing the course, especially in the first two or three years, determining what content should be used and how much. Changes were based partly on statements from graduates after they had been employed for several months or a year, and also on statements from physicians employing our graduates. We are especially fortunate in being able to keep in touch with most of our graduates and checking up on them and on our course.

One of the personal satisfactions is that most of the graduates do not consider themselves "finished" when they get their secretarial diplomas. Some of them continue their studies in evening school, some of them get leave of absence to continue their studies at the University, and some map out definite courses of personal reading. It is gratifying also to watch them in their choice of hobbies. They seem to appreciate readily that there is an advantage in not spreading too much. Some travel, some choose music, and some choose the out-of-doors. They are apparently willing to make small personal sacrifices to be able to do these things in a big way.

Using All the People to Do All the Work

By HAROLD F. CLARK, Ph.D.

Professor of Educational Economics, Teachers College, Columbia University

Over a million and a half youth are today receiving their business education in the schools of this country. The future welfare of the country is largely dependent on the soundness of the economic thinking of these young people and their instructors. Dr. Clark's articles, which started in the September issue of this magazine, deal with economic situations affecting every citizen of this country.

RECEDING articles in this series have discussed the banking situation and the National Recovery Administration, and have raised the question regarding how much we could produce. We should like to raise the question now as to whether it is possible to use all the people to do all the work.

In discussing our productive capacity, many people have raised the objection that no method was outlined by which people were to be paid. This is a very real objection. To treat it in detail would require a long discussion. We shall try to show in a moment that there is plenty of work to be done. We have

already shown that we have the productive capacity to turn out enough of various commodities from our factories and firms. If a few million people can produce the wheat and automobiles and shoes that we need, surely we can find some method of getting part of this production to other people who are going to produce the services that we want. There are many methods of doing this. Some will occur to almost anyone who will think about the matter for any length of time.

If one farmer can produce enough food for a thousand people, surely we have ingenuity enough to see to it that the rest of the thousand people are used in producing other services and that some of the farm products are given to these people and, in turn, some of the services get to the farmer.

Can We Use All the People?

One of the few things about which we can be quite positive is that there is more work to be done in the United States than the present number of people can possibly do. We need more things than we can possibly provide for ourselves.

Many people have feared that the rapid introduction of machinery would displace so many men that it would be impossible to find work for all. It cannot be too emphatically stated that even if new and completely automatic machinery were to be introduced into every factory of the land, unemployment would still be unnecessary. As a matter of fact, we want a smaller and smaller number of people to be able to perform any particular amount of work. We want a smaller and smaller number of people working in any one industry. A brief reference to past trends will throw light on this point.

Trends in the Past

In 1790, perhaps 90 per cent of all the people in the United States were engaged in providing a very meager amount of food, clothing, and shelter. This, of course, left only 10 per cent to provide all the other services and commodities needed. If it were still necessary to have 90 per cent of the people in these basic fields, these items would be about all that would be available. On the other hand, if 5 or 10 per cent of the people could provide all the food, clothing, and shelter needed, many people would be available

to provide a long list of other goods. The movement has been in this direction ever since 1790, and there is every reason to think and to hope that it will continue.

A recent calculation has estimated that it would take 15,000,000,000 people working 10 hours a day with the equipment available in 1790 to produce the textiles of 1930. If only the hand loom and other hand equipment were used, some such fantastic number as this might be necessary. The estimate may be greatly in error, even if the number were only 1/100 or even 1/1000 of this. However, it still means very great progress in producing textiles in the last 140 years. That progress is necessary to an increasingly higher standard of living. And in any calculation of occupational trends we should hope for and expect smaller and smaller numbers in any given occupation.

If society could do anything to increase the rate of change, to make it possible to carry on a given occupation with fewer people, such a thing should be encouraged. course, if such changes take place and society has no plan of what these people are going to do, serious unemployment may result. There is no possible gain in discharging half our people in the textile industry and having nothing else for them to do. Any occupational planning worthy of the name must see to it that there is a place for every person in the community regardless of the increasing efficiency at which any given industry is carried on. To be able to deal with this question is of the very essence and purpose of occupational planning.

Illustrations of Changes Taking Place

Perhaps one or two other illustrations will make clear the enormous change that has already occurred, and indicate that there is no necessary reason why further changes should be feared. How many people would it take to produce 800,000,000 bushels of wheat if hand methods were used largely? If the land were plowed with an instrument that had only a little iron point; if a log or a rock were used to break up the clods; if the wheat were sown by hand, cut with a scythe, bound and shocked by hand, and threshed with a flail or by the feet of oxen, how many men would it take to produce 800,000,000 bushels of wheat?

Estimates vary, but one reliable calculation indicates that it would take almost as many

people to produce this wheat by such means as are now employed on all the farms to produce everything. It would take almost as many people as are employed in all manufacturing industries. If, 140 years ago, someone could have described modern methods of wheat production, people would doubtless have said they could never be introduced because so many people would be thrown out of work. It would be preposterous to say that textile machinery has thrown 15,000,000,000 people out of work, or that agricultural machinery has thrown 30, 40, 50, or 100,000,000 out of work.

Such illustrations should make it much easier to see that great changes have been going on. All too often in the past much of the suffering due to these changes has been borne by unemployed workers. It is high time that such changes be introduced under a definite plan, arrangements already having been set up to care for the people discharged.

What Will People Do?

It is all very well to say that we should estimate the number of people needed in different occupations and to make plans for the changes and to use all the people to do all the work. But, more specifically, what are some of these things that people will be doing after far better machinery is installed? Certainly, no one knows in detail. It would be just as difficult for us to picture the occupational distribution of 1990 as it would have been for the citizen of 1790 to picture our situation. It is possible, however, to make fairly careful studies of our communities as they now exist, and to decide on some of the new things that would be likely to develop. The guess of one individual may well be inaccurate, but without doubt a method could be set up to use the combined intelligence of a great variety of experts that would lead to highly reasonable estimates. Later, under the discussion of a plan for the community and the nation, some suggestions will be made as to how to set up a detailed planning body.

More specifically, what will the people do if industry becomes more and more efficient and discharges hundreds of thousands or even millions of people now employed in manufacturing? It is fairly safe to assume that the growth of new services will absorb a large proportion of these people. Undoubtedly, many new inventions will be developed that

will increase the need for certain commodities, but it is far more probable to expect the great increases in employment to take place in the service occupations in the future. The capacities here are so enormous that for periods as long as anyone now living will ever be interested in, there will be any conceivable amount of available work. We can probably quickly list work to keep many hundreds of millions of people busy for several hundred years.

In a former issue, we discussed the great number of people needed to provide additional health service, further education, and for the physical remaking of our cities. Many other illustrations could be given. Only one will be discussed in this article.

The field of travel provides an almost unlimited opportunity. The time may come when we shall decide that the most efficient way to teach geography is to take every child to the various countries of the world as a part of his geography lesson. We might decide that the most efficient way to teach a foreign language is to have the person live and travel in the foreign country. The number of people it would take to perform even these simple things would be many, many millions. If we assume that the average person on a threemonths trip to Europe spends \$1,500, and that \$1,500 is an average income for the people working in transportation, we might decide that it would take ten or fifteen, perhaps even twenty million people working to see that all the people got to Europe once a year. is not advocated as a desirable thing. We simply mention it to indicate some of the enormous possibilities in the field of travel for using the energy of people when it is released from providing food, clothing, and shelter.

Freedom of the Individual

There is one objection to using all the people to do all the work which should be answered. If the topic is raised in almost any group, someone will quickly say there is no point in calculating the number of people needed in different occupations or that should enter different occupations, because it would interfere with individual freedom to do anything about it. If this were true, it would constitute a grave and perhaps fatal objection to any attempt at occupational planning. The objection arises out of misconception of the nature of freedom in the modern world. The

implication is that if you leave people alone they are entirely free at the present time. A boy in a coal-mining town in West Virginia, who has no money, is perfectly free to enter Harvard Medical School, according to this assumption. We would take the position that most of the people in the United States at the present time do not have any effective freedom in the choice of their occupation. They do not know where the desirable occupations are, and even less do they know where they are likely to be. We would say that a planning commission is necessary in order to get any effective freedom. Rather than say each person is free to choose any occupation at the present time, we would be far more inclined to say that perhaps 90 per cent of all the occupations are closed to 90 per cent of all the people, either because of lack of information or because of lack of opportunity. Almost any reasonable planning body would enormously increase the range of information and greatly increase the range of effective freedom of choice in regard to occupations. The effort will not be to force people into an occupation; the effort will be to set up planning bodies that will collect adequate information about all occupations and will make that information help each person get into the occupation in which he can do best for himself and best for the country.

A Plan to Use All the People

There should be an occupational plan for each community in the United States. It should contain the following information: the number of people employed in each occupation; the number that will enter during the next twelve months; the number we think there should be in the occupation; the number we think should enter; the estimates for various periods of the future; estimates of wages; rates of progress; and other pertinent information regarding the occupation. In other words, there should be an adequate occupational manual prepared for every community in the United States.

A plan should be set up so that every occupational group is organized. Each occupational group should send in an estimate of the number of people needed during the following twelve months in their particular field. If there are going to be a thousand people available for work, and the combined estimates from all the occupations provide for

only 500, obviously an adjustment will have to be made. The machinery should be available for calling in representatives of all occupational groups and seeing that the estimates are revised so that the full 1,000 people will be taken care of. In many occupations, one set of estimates will be prepared by the representatives of labor and the other by the representatives of the employers.

The estimates from the employers will tend to be large; the estimates from the employees will tend to be small. Some machinery for harmonizing these estimates will have to be available. The far more difficult thing of harmonizing estimates of different groups will have to be faced. Who is to carry out this process of making final estimates? It is exceedingly important to see that a constant flow of information comes into the office of the occupational expert in each community. On the basis of all the expert information and the estimates from all the groups, a plan should be prepared using all the people to do all the work. This should be submitted to an advisory group representing all the occupations, and should be ratified as the tentative occupational plan of that particular community. It may be, of course, that one community will place 10 people and send 990 to adjoining communities to work. All such matters should be taken care of consciously in the plan.

Some people will object to the possibility of making such estimates, because they will conceive of planning as something static. Any static plan would be doomed to failure before it began. Theoretically, each of these estimates would be constantly changed. If an adequate statistical staff were available, the estimates would change any time a new item of information came in and, practically, many of them would change every few days. Even though the official plan had been adopted for a year, it would always be corrected and kept up to date.

Instructional Material Needed

It cannot be too strongly emphasized, then, that such a manual involving specific instructions regarding all occupations should be prepared immediately in every community. The question will be asked, Can this be done before a state and a national plan are prepared? The answer is, "No." It cannot be done adequately, but the lack of a state and a national plan does not excuse any community

for not starting and having its own community plan. The best possible way to get the state and national plan is to get as many occupations as possible to begin immediately to make their own plan.

Conclusion

There is no reason to think that there is not more work available than will ever get done. It is up to the people in each community to prepare an occupational plan for that community. These should be combined and adjusted into a state plan. The state plan should be adjusted into a national plan. It is only thus that we shall be able to get the maximum use of all of our human resources. It is only thus that we shall get effective freedom of choice of occupations for every individual. It is only thus that we shall be able to use all the people to do all the work at all times.

Commercial Contests in Indiana

By M. E. STUDEBAKER

Head, Department of Commerce, Ball State Teachers College, Muncie, Indiana

Mr. Studebaker has been state manager of contests in commercial subjects for the state of Indiana since 1921. Two years ago, he introduced the mass contest as a preliminary event to the annual state final contest. He and his associates at Ball State Teachers College prepared with commendable originality a series of special tests for this mass event.

Knowing that our readers would be much interested at this time of the school year in developments in interschool contests, we asked Mr. Studebaker to describe his experiences in the administration of commercial contests in general and of the mass contest in particular.

Typing contests were perhaps the first type of contests held for commercial subjects. They were conducted under the auspices of J. N. Kimball, and, at first, contestants were entered who used various makes of typewriters. The interest in this event gradually decreased because the number of machines used was reduced to only one make. For a number of years, typewriter companies provided a motivating device in monthly tests and awards for accomplishments on their machines. The depression forced them to discontinue this service, which was, no doubt, an expensive item to be charged to advertising.

In the meantime, certain states were conducting state contests in typing, to which were later added contests in shorthand, bookkeeping, penmanship, commercial arithmetic, and commercial law, though few states had tests in all these subjects. Indiana started a state contest in typing and in shorthand in 1921. The next year, bookkeeping and penmanship were added, although penmanship was dropped in 1927. From 1921 to 1923, a contest was held at Ball State Teachers College, which was open to any school in the state teaching

commercial subjects. Each school was permitted to enter a team of three contestants in any event. The increasing number of schools taking part made the problem of conducting the test difficult on account of equipment and floor space. Furthermore, many schools in remote parts of the state were interested, but were unable to make the trip to Muncie for financial reasons.

District Contests

It was decided, therefore, to take the contest to them. Accordingly, fifteen district centers were established at points most convenient to the schools interested, and district contest managers were named. A preliminary contest was held in each district, to determine the winners eligible to participate in the final at Ball State. The number of district centers was eventually increased to twenty-two.

Teachers and Principals Complain

For several years this plan seemed to be very satisfactory, until teachers and principals began to complain that the contest was not doing what it should. They agreed that the motivating factor was helpful, but felt that the benefit was being applied to the select few chosen for the team. In spite of the fact that we appealed to the professional spirit of all the teachers and urged them to train the entire class, some let their desire to win exceed their professional spirit by selecting a few of their best pupils for training for the contest. As a result, the class, as a whole, was neglected in the interest of the few. Furthermore, those teachers who followed the spirit of the contest by giving the same attention to the entire class as they did to the possible candidates for team representatives found they could not make so good a showing as the teachers who devoted more attention to the few.

Business Men Interfere

Prominent business men were just as interested in seeing the high school of their city reap high honors as the alumni of our colleges are interested in seeing their teams win. In certain instances, they helped the teacher by providing typewriters in the home for the students who were likely to make the team. Thus, the spirit of the contest was violated in a way that caused many who were actually attracted by the true motives of the contest to lose interest. New schools came in each year to take the place of those that were dropping out, which made the total number participating fairly constant.

Rules Should Not Be Made That Cannot Be Enforced

A few teachers urged that rules be made that would prohibit special coaching or selection of the team before a very short time prior to the date of the contest. It was our opinion that no rules should be made that could not be enforced. Teachers know that, if such rules are made and not followed, there may be others of the same kind. We have read such rules in regard to special coaching being prohibited in the contest rules of other states, and have seen teachers smile because these rules were not followed. And who was able to enforce them?

State Contests May Be Helpful

We of Indiana were sincere in our belief that the contest was instrumental in raising

the standard of work done in the participating high schools of our state. We regretted the unprofessional practice of certain teachers who persisted in training only a few. We recognized that the criticism of school officials may be true in that, to a certain extent, the contest was detrimental rather than helpful. There was just one thing to do—change the plan of operation.

Mass Contests Introduced

In 1932, the district centers in which preliminary contests had been held to determine the schools eligible to participate at the state contest were eliminated. Instead, a mass contest was held in all schools enrolling in the contest, and in which every pupil in each class entered was required to take the test.

The median score of the entire class was used as a basis in determining the standing of that school in the mass event. The twenty-five schools having the highest median score in each event were eligible to enter a team of three pupils in that event at the state contest. Likewise, the twenty-five individuals having the highest score in each event were permitted to enter as individuals. If the school ranked among the twenty-five team winners, the individual was eligible to enter only as a member of the team. In other words, no school was permitted to enter more than three pupils in any one event.

Papers giving full instructions were to be sent to schools a week before the contest. The instructions were not to be opened until after the teacher had met his last class on the day before the mass contest. This gave her an opportunity to look over the material and to become familiar with the instructions to be followed.

Objections to the New Plan

As in the innovation of any change in the regular order of events, certain criticisms arose against the new plan. Some said that teachers would not follow instructions in giving the test or in grading the papers. We contended that the teachers would follow the instructions. We recognize a variation in interpretation of rules and regulations, but we do not believe it is sufficient to affect materially the standing of the schools. The situation may be compared to watching officials at an athletic contest. At one time a decision affecting one team will be made, which seems

unfair. A short time later a similar decision of opposite character will be made.

Another illustration is in the Cash Short and Over account used by merchants. It is remarkable how the cash will be "long" one day and "short" the next. During a period of time, the account remains fairly constant, obeying the law of averages. So far this law has applied to the teachers in conducting the test and scoring the papers in our state.

Papers Sent in for Checking

The five highest papers of each event are sent in for rechecking. In no case have we found a paper that has been materially wrong in its score during the two years we have used the mass event. In several instances, teachers have sent papers to us for final decision on points about which there was a question.

Can Teachers Be Trusted?

A few said that teachers could not be trusted. They would use unfair means to get good scores. Our answer to that was, "If our teachers cannot be trusted—pity their pupils." We believe they can be trusted. You will never get anywhere by doubting the honesty of teachers. Of course, we do not say that all teachers are absolutely reliable. But if they are not, and win by an unfair method, they will have to pay the penalty sometime, somewhere, somehow. Criminals escape from the law at times. Still, most of them find that, eventually, they are caught and must forfeit their right of freedom. strange that such an accusation should be directed toward those in the teaching profession. If the contest does nothing more than foster a spirit of honesty, fairness, and cooperation on the part of the teachers, it is worth while.

Every Pupil Takes the Test

Wherein does the mass event help the contest? It requires that every pupil must take the test, and thus the teacher will spend his time training the entire class rather than the few. Shortly after our first mass event, an unsolicited letter came from the principal of one of our large high schools in Indiana that had always been a booster for the contest. His letter follows, in part:

I have always maintained that contests should be conducted so that they would serve to motivate all students concerned all of the way through instead of serving the interest of a comparative few after team members were determined. The method of conducting the contest this year does this thing in a fine way.

Naturally, I am well pleased with the showing of our high school, but this pleasure is increased by the knowledge that our place was made by approximately 300 students instead of merely 25 or 30.

That summarizes the situation exactly. It removes the major objections to the old type of contest and provides a motivating device that ultimately raises the standard of work.

Type of Tests Must Change

We are constantly introducing new types of tests in bookkeeping, shorthand, and typing. We try to make the test at the state contest different from the one given at the mass event. It is different and harder because the mass event tests the class as a whole, while the state event tests the best of the class. The average speed for first-year shorthand at the mass event is sixty words per minute (using the speed progression basis), while at the state contest it is 65 words per minute. Harder problems are given in bookkeeping and, of course, greater speed is expected in typing at the state contest.

Speed, however, is not the only objective in our typing event. The straight-copy speed test was not used in our state event last year, and a rough draft was substituted. Erasures were permitted and every effort was made to make the test a test of typing practice such as the pupil would be expected to perform in actual situations.

Teachers and Pupils Do Better Work

This policy has encouraged teachers to be on the lookout for new ideas, new methods, and new teaching aids. They are, therefore, teaching the subject rather than the text. We are not concerned in training champion typists, champion bookkeepers, or champions of any kind. We are interested in providing a motivating device that will enable both teacher and pupil to do better work. That device, under the mass contest plan, motivates the work of the entire class. We do not approve of the teacher's spending his time in a frenzied cramming of things likely to be asked in the tests. We are fully cognizant of "Some Dangers of the Testing Movement," as presented by Professor Hare R.

Douglass, of the University of Minnesota, in the January, 1934, issue of the *Journal* of the National Education Association.

We do not believe, however, that we should condemn the automobile because it happens to be the greatest asset to the criminal in making his escape from the law. Neither do we believe we should condemn the state contest because certain teachers may not possess the proper professional attitude. We are sincere in our belief that the mass event eliminates many of the objections made of the old type of special training of a few.

Why Have a State Event?

Since an effort is made to have the contest benefit a majority of the pupils, the need of a state event may be questioned. We consider it as an additional device for motivating all teachers and pupils to do the best work. A trip to Muncie is attractive to the average boy or girl. The thrill of competi-

tion with other schools is inspiring. The teacher likes the contact with teachers and pupils from other schools. Hence, the state event is used to provide these factors.

The expense of the mass event is nominal. In fact, it is much less than when the district event was used, as no expense is necessary in conveying a team to a district center. The cost for the mass event is the regular enrollment fee of \$2 and 1 cent per copy for each test for each pupil in each event. The only expense to the state event is transportation. meals, and lodging. It is only necessary to sit in at a banquet with 374 contestants and teachers attending, as we had following the state event last year, to appreciate the enthusiasm, pep, spirit, and interest exhibited by them all. Nothing could stop them. They are certainly able to carry some of this spirit back to their school with its ultimate effect on the remainder of their fellow pupils and teachers. And, eventually, this same spirit is carried on into actual life situations.

Socializing the Shorthand Class

By OLGA E. SCHLUETER

Juneau High School, Milwaukee, Wisconsin

N line with the growth of the Juneau High School, in Milwaukee, from a junior to a junior-senior high school, shorthand and typewriting classes were added to the curriculum in September, 1933. Since the unifying force permeating all class work in both junior and senior divisions of the school is the socialized recitation, it became our immediate problem to adapt this method to the teaching of shorthand.

The students' familiarity with the basic method of procedure in other subjects made such adaptation comparatively simple. At the end of three weeks of class work, we felt sufficiently sure of ourselves to invite the entire faculty (thirty in number) to visit us while we gave a demonstration lesson in "socialized shorthand." I might add that it is customary for us to visit several classes each semester to observe teaching procedure. From such observations of Latin, geometry, algebra, and English classes, I have gathered useful ideas, which, slightly modified, I have applied to my commercial classes.

We had studied the first three units in the Gregg Manual, with supplementary material from "Gregg Speed Studies," and were ready to begin work on Unit 4, so our aim in motivating the lesson was twofold: first, to drill on the principles studied and to apply them to new material; second, to understand the new material presented for the next assignment.

Reading Precedes Writing

At the beginning of the class period, we usually spend from five to ten minutes in reading our home-work assignment. I find that this time is well spent, as it provides a direct incentive for good penmanship. Sometimes we exchange notebooks and read each other's notes. A student takes charge of the reading, calling on other members of the class to read and to make corrections. While this is being done, I walk around the room, glancing at each notebook to see that the work is completed in acceptable fashion. If any stu-

dent seems to be encountering difficulties, I make assignments for special help at this time.

The writing drill follows the home-work reading. The first student chairman appoints the next chairman, who dictates the daily drill. Usually, one row of students is sent to the board while the rest write at their seats. When several words, brief forms, or sentences have been dictated, the chairman asks someone to read. During the reading, each student is checking his own work with that of one particular person at the board. For instance, if row No. 1 has gone to the board, then every student in the remaining front seats will check the work of the boy or girl who occupies the vacant front seat, etc. We vary the procedure, but we are always sure whose work we are to check, and each person at the board has four or five students watching his work, so mistakes are not apt to be overlooked!

Correction of Blackboard Work

As soon as the reading has been completed, each student who has a correction to make rises, and those at the board call on their correctors. Sometimes three or four students are making corrections at the same time. While this may sound confusing (I thought so at first), yet it works out very well, since only one person may talk to a given student at the board. During this dictation period, I am free to walk about the room helping individual students with their difficulties and observing their shortcomings. I often take charge of the dictation myself, but I believe it is good training for the members of the class to dictate, as their classmates are quick to criticize poor enunciation.

Next, we like to spend a few minutes reading new material at sight. Again, a student is in charge. He calls on someone to start reading; as soon as a mistake is made, the students who notice it rise, and one of them makes the correction. If we are doing

"speed reading," then it is the turn of this corrector to go on with the reading. Also, if there is any hesitation in pronouncing a word, anyone may interrupt by rising and saying the word. It is then his turn to read. The students enjoy this "game," but it requires variation so that the good readers may not monopolize this part of the recitation.

A Demonstration Lesson

In our demonstration lesson, then, we divided our period in this way: For about ten minutes we read assigned home-work material; for the next fifteen minutes, we drilled on phrases and sentences similar to those in Unit 3; next, we read a letter from "Graded Readings" that had previously been written on the board and covered with a map. The last part of the period was spent in presenting our new lesson, and at this point I took charge. We practiced penmanship drills to prepare for the new letters p, b, f, v, etc., as well as combinations of these letters with r and l. We found it very easy to carry our rules for joining circles to straight lines and to curves over to the new unit, and found to our satisfaction that the circles were in the "right places" when we opened our books to examine these new strokes.

I had provided our visitors (most of whom did not know shorthand) with a key to the alphabet and brief forms already studied, also with a key to the drill work and sight reading I had selected for that day. They were thus able to follow our work quite easily, although their primary interest lay in methods and technique rather than in material covered. They were interested, too, in seeing the reactions of students whom they teach in their own classes. Sometimes the "leaders" in English and history discussions are far less active in shorthand, and vice versa. And my own interest in this class, needless to say, continues unabated, for I have never before taught a shorthand class in just this way!

The Second International Commercial Schools Contest will be held at the Century of Progress Exposition, Chicago, June 27 and 28

The contest is open to students from all public, private, and parochial high schools, business colleges, and universities in the world. Full particulars may be obtained by writing the chairman of the contest committee, W. C. Maxwell, High School, Hinsdale, Illinois.

San Jose's New Commercial Course of Study

NEW course of study has been written for the commercial department of the San Jose, California, Senior High School, under the leadership of Frank Glasson, head of the department, and a prominent commercial educator on the Pacific coast. Each of his teachers contributed to the building of this course. Especially worthy of note is the four-semester business English outline prepared by Miss Jessie Coleman, who is a specialist in this subject. The four semesters of this course are defined as follows:

Outline of English Course

1. Business English 3, or 10B—orientation and social adjustment, in which the pupil learns to adapt himself to his new surroundings, to cooperate in group activities, and to utilize leisure time.

2. Business English 4, or 10A—reflection of American life, in which the pupil learns to appreciate the forces back of his country's development, the meaning of citizenship, and his own civic responsibility.

3. Business English 5, or 11B—background for human relationship, in which the pupil learns the value of right conduct in personal, social, and business activities.

4. Business English 6, or 11A—vocational information and efficiency, in which the pupil learns the value of English as a tool in business, his chosen vocation.

Technical Proficiency Stressed

The preface of the course of study contains a caution that, we think, needs emphasizing at this time:

The fact that there is a tendency to postpone the time of entry into business until the completion of a period of training beyond the secondary school must not be construed as minimizing or in any way lessening the attention given to the vocational business subjects. On the contrary, there is a challenge in the situation which compels greater efficiency on the part of the high school. It is likely that because of economic necessity there will always be large numbers of high school students in the field for jobs, and if they are to compete with more mature students from the junior college or other higher institutions of learning, their technical proficiency must be of a high order.

One of the most noticeable trends in modern commercial education is the improvement in teaching methods. In the outlines that follow, all suggestions as to method are based upon the principle of self-activity as the basis of learning. Whether the particular method in a certain subject be the textbook method, the project method, the socialized recitation, or any other of the recognized types of method, or combination of types, it is assumed that at the very outset of the course the teacher will see that the pupils get a clear idea of the objective of the ultimate goal, thereby supplying the proper motivation. This process of arousing interest at the beginning has been aptly described as "selling the course" to the pupils. As the course progresses, pupil initiative and pupil responsibility are to be emphasized wherever possible. . .

It is the duty of the teacher to encourage the pupil to think independently and to draw his own conclusions. Not only is such a general procedure calculated to promote those general aims of business education which relate to the development of skills and the acquisition of information, but it is the method most conducive to the development of personality and character and to social adjustment,

The course is issued as a mimeographed book of 170 letter-size pages, and its mechanical make-up deserves special praise. Copies may be obtained from Mr. Glasson, at 75 cents each.

Ann Brewington to Hold Shorthand Conference

N June 26, the day preceding the Second Conference on Business Education to be held at the School of Business of the University of Chicago, teachers interested in "Direct-Method Materials for Gregg Shorthand" will participate in an all-day discussion of:

1. Achievements resulting from particular teaching procedures in: (a) reading; (b) writing; (c) exactness, preciseness, and skill; and (d) transcribing.

2. Comparison of teaching procedures as to:
(a) kind and amount of preparation required of teacher and learner; (b) kind and amount of record keeping required of teacher and learner; (c) evaluation of individual dictation.

All teachers of shorthand are invited to attend. For further information write Miss Ann Brewington, The School of Business, The University of Chicago.

The Profession of Accountancy

By AUSTIN H. CARR

Secretary-Treasurer, Dominion Association of Chartered Accountants Toronto, Canada

(Continued)

S already noted, the nineteenth century was one of great industrial expansion. The inventions in machinery; the development of transportation by steamboat, by canal, and by railway; and the opening up of rich natural resources in the United States, provided new opportunities for the investment of capital. Great sums of money from Great Britain flowed across to this continent for profitable investment. English and Scottish business houses had their branches on this side of the Atlantic, and it was the natural thing for them to send out their own auditors to examine the accounts of their branches. It was the natural thing, too, for these accountants, when once they found themselves in the midst of the possibilities of the great new field in America, to decide to remain and set up practice for themselves. Thus, the nucleus of the profession in the United States was formed.

Development in the United States

In 1887, the American Association of Public Accountants was organized in the United States and was modeled in part after the English societies. It was not until 1896, however, that any legislation was passed respecting the profession, and this was enacted by the state of New York. Organizations in other states soon followed, and in 1905 the American Association took over a federation of the various states and in 1916 was organized under a Federal charter. In 1917, the name was changed to the American Institute of Accountants. The American Society of Certified Public Accountants was organized in 1921. It has as one of its aims the extension and protection of the rights and privileges of certified public accountants in the United States.

The question arises in your mind, no doubt, as to the reason for the delay in the development of the profession in the United States. This is explained by Professor Kester, of Columbia University, when he says:

Contrary to the history of accountancy in England, there has been little legislation here to foster the growth of the profession until somewhat recently. The corporation and income tax laws have increased the claims upon the accountant's professional services, and some state laws have tended in the same direction. The growing appreciation by the banks of the value of the certificate of the public accountant when attached to a borrower's statement of financial condition: the demand for skilled accountants in public utilities work; the value of the training to a public office holder; the favorable attitude of the membership of the Federal Reserve Board and Federal Trade Commission in the value of correct accounting methods; and more and more the increasing opportunities for the exercise of abilities of the highest order in the private field-all these things make the profession one of the most attractive to the young man of today.

The progress of the profession in the United States in the past few years can be described as phenomenal. It has been marked by an outburst of literature on accounting and kindred subjects. The active cooperation of the American Institute of Accountants with the Federal Reserve Commissions, the Investment Bankers' Association, and the New York Stock Exchange has done much to demonstrate to the public the function of the public accountant and to enhance his professional status.

Development in Canada

The beginnings of the profession in Canada are, in some respects, similar to those in the United States. The close relations between the financial centers of Montreal and Toronto and those of Scotland and England brought chartered accountants from the Old Land and helped to give rise to a professional atmosphere here. In 1880, just two months after the Institute was incorporated in England, and long before any professional organization was created in the United States, the Society of Chartered Accountants in Quebec received

its charter from the Provincial Government. The history of the profession up to that time relates to the happenings in the provinces of Ontario and Quebec, and more particularly to the work of public accountants, acting as assignees of estates in bankruptcy, under "The Insolvent Acts" passed by the Parliaments of Canada in 1864, 1869, and 1875. The acts of 1869 and 1875 permitted creditors of an insolvent debtor to name an assignee to administer and distribute the estate, but in order to limit that choice, the government wisely appointed "official assignees." Some of the accountants' offices established at that time to administer bankrupt estates have maintained a continuous existence down to the present day.

Up to this time, the expansion of financial enterprises in the form of the limited-liability company was confined practically to banks and to loan and insurance companies. Trading and manufacturing had been carried on by individuals and partnerships, but the day had now arrived when Canada was entering upon a period of great industrial expansion. Circumstances developed which stimulated an endeavor in the direction of greater technical efficiency on the part of the accountant, and by 1880, as already noted, an effort was made to the work of public accountants, acting as important factor in the business life of Canada.

In 1883, the Institute of Chartered Accountants of Ontario was incorporated, its fiftieth anniversary being celebrated in February of this year; in 1886, the Institute of Manitoba; and, in 1900, the Institute of Nova Scotia. In time, an Institute of Chartered Accountants was formed in every province, and in 1902 the Dominion Association of Chartered Accountants was incorporated and has become the coordinating body for all the institutes. It has done much to bring about uniformity in accounting standards and practice throughout the Dominion. The Dominion Association publishes The Canadian Chartered Accountant, a monthly educational magazine that has become the mouthpiece of accountancy in Canada.

Role of Accountant Today

The part played by the professional accountant in the business world is far beyond what was dreamed of fifty or even twenty-five years ago. Inasmuch as his status

has been enhanced in recent years, it may be expected that the advance will continue to be a marked one in the future. An important function of the accountant has been that of auditing. He will continue to perform his duties in that capacity, but his work in that field will be overshadowed by the other services and functions that he will be called upon to perform. What are some of the enlarged duties and responsibilities that he is being forced to undertake and for which, by nature and training, he is specially adapted? To quote again from the Encyclopedia Britannica, where the professional duties of accountants are given, we read:

They act as trustees, liquidators, receivers, and managers of businesses, the owners of which are in default of their affairs in liquidation, both under the direction of the courts and by appointment of creditors and others; they are largely engaged as arbitrators, umpires, and referees in differences relating to matters of accounts and finance; they prepare the accounts of executors and trustees, and the necessary statements of affairs in cases of bankruptcy both of firms and companies; they prepare accounts for prosecution in cases of fraud and misconduct and they are constantly called upon to unravel and properly state the accounts of complicated transactions.

Let us refer to one or two of these duties.

Preparing Income Tax Returns

If you have kept posted on public expenditures in recent times, and more particularly since the first years of the Great War, you have noted the tremendous rise in the annual spendings of governments. When current expenditures have exceeded current revenue, governments in a free-and-easy manner have resorted to capital borrowings, which, in turn, have resulted in an increase of current expenditure, since interest payments on the capital debt must be met annually. And so yearly deficits grow, capital borrowings mount, and the vicious circle becomes ever wider and wider. Because of the need of increased revenue, the Dominion Government about fifteen years ago-and many provincial governments and municipalities later-adopted, in addition to other imposts, a tax on incomes.

This at once opened a new field for accountants, for firms and corporations had not only to have an adequate system of accounting to record their income, but they, and individuals, too, had to submit income tax

returns to the Dominion Income Tax Department and in many cases to provincial and municipal authorities as well. As the distinction between revenue and capital expenditures in a business must be kept separate, inasmuch as they have a direct effect on the net taxable income of a business, and as certain deductions are allowed from gross income to arrive at assessable profits, the need for the chartered accountant for expert advice and service in respect of the whole matter of taxable income has become most pressing. There is no busier period for the accountant than the first four months of the calendar year, when he is called upon to audit and verify the financial statements of firms whose fiscal year, as a rule, ends December 31, and whose income tax returns must, in consequence, be filed on or before the last day of April.

Again, there is the need for the knowledge, experience, and advice of the accountant in the reorganization of companies or the amalgamation of two or more corporations. It is important to have the accounts of the companies analyzed and comparisons made on common bases, so that the stockholder's shares in the new firm will fairly represent the proportion of the capital to which he is entitled by virtue of his holdings in the company entering the amalgamation. You will at once see that so involved a matter, dealing, as it does, with the personal interest of these shareholders, is one that requires consummate skill and wide experience in accounting theory and practice.

(To be concluded)

Social-Business Objectives of Typewriting and Shorthand

RITING on the subject of the socialbusiness objectives of typewriting and shorthand, Miss Katherine Brown, head of the commercial department of the senior high school, Anderson, Indiana, summarizes the objectives as:

- 1. A thorough understanding of the method of attacking a problem and solving it.
 - 2. Formation of correct habits of learning.
 - 3. The development of confidence in one's self.

 4. Understanding and practice of those char-
- 4. Understanding and practice of those character traits that build for success in any walk of life.
 - 5. Training in the proper use of leisure.
 - 6. The ability to use English—to pronounce,

spell, and punctuate correctly; a broad vocabulary; and ability to write letters that will meet business standards.

Miss Brown urges that the vocational and social business objectives be combined to take care of the large number of students who will use shorthand and typing from the personal-use standpoint as well as those who are taking these subjects for vocational value.

Miss Brown lists eleven habits that should be formed by students in the typing classroom:

- 1. The habit of proper technique and manipulation of the typewriter.
- 2. The habit of concentration, accuracy, and
- 3. The habit of attacking each assignment as a problem and thinking it through.
- 4. The habit of economy in the use of time
- 5. The habit of systematic procedure and of completing work without making a dozen attempts.
- 6. The habit of criticizing one's own work and using initiative.
- The habit of careful self-analyses in discovering weakness in technique and in habits of work.
 - 8. The habit of concentration amid confusion.
 - 9. The habit of relaxing.
 - 10. The habit of courtesy.
- 11. The habit of punctuality.

Useful English Correction Symbols

-
Ag Error in agreement
Cap Error in capitalization
Cs Error in case
DWrong diction
GrError in grammar
KAwkward construction
Ms Manuscript form error
No Error in number
P Error in punctuation
Poss Error in possessive case
Ref Faulty reference
RepNeedless repetition
S. S Sentence sense error
Sp Error in spelling
Sy Wrong syllable division
TnWrong tense
VbWrong verb form
WdToo wordy
¶New paragraph
No ¶ No paragraph
- From San Loca California High School

-From San Jose, California, High School Course of Study.

Discussion of

"The Socialized Bookkeeping Course"

HE future of bookkeeping depends on its reorganization on a socialized basis," writes H. A. Andruss (see page 274 of the February issue). Mr. Andruss then proceeds to outline a new course for first-year bookkeeping based on a socialized objective. His paper is discussed in this issue by two specialists in the teaching of bookkeeping. Further discussion from others of our readers will be most welcome.

If any of you are experimenting with a new type of bookkeeping course which you consider more suitable to present-day needs, than those usually offered, write us a letter discussing your experiment.

G. G. HILL

Director, Department of Business Education, State Teachers College, Indiana, Pennsylvania

R. ANDRUSS has certainly struck the nail on the head in his opening sentence and in the entire first paragraph.

There is no question but that we are duty bound to give high school students something appropriate in return for the demand they have placed upon us and the confidence they have placed in us. They enter our bookkeeping classes, for the most part, not to become bookkeepers or accountants, but because they anticipate the acquisition of knowledge of a practical nature that will assist in their citizenship development. We are now beginning to meet the need.

In Pennsylvania, we are turning out commercial teachers thoroughly imbued with this idea of bookkeeping content that Mr. Andruss has outlined. There may be slight differences of opinion as to exact content, but they are very insignificant in comparison with the 100 per cent agreement on the aims and purposes of the beginning high school bookkeeping course.

This plan, which we are working out in our practice teaching centers connected with the State Teachers College at Indiana, also serves us well, as Mr. Andruss indicates, in giving every student who applies for the course all the training he may need for the purpose in one year. Then, from this large group, a smaller class will evolve who may go on with technical vocational work in the subject, if it is offered.

As a matter of fact, this "devocationalized" course is the important one, so far as the great mass of students may be concerned.

I hope the article by Mr. Andruss will be considered seriously, as it points the way towards the solution of the high school book-keeping content problem.

PETER L. AGNEW

Instructor in Education, School of Education, New York University

THE article, "The Socialized Bookkeeping Course," by H. A. Andruss, which appeared in the February issue of the Business Education World, impressed me very favorably. First, I am very happy to note that Andruss, through this article, adds his name to the growing list of individuals who are subscribing to the theory that we must place greater emphasis on the social-economic side of business education and tend to place less emphasis on the vocational values of some of the courses that have long since been thought of as the backbone of commercial training. Secondly, I think that Andruss has done a very fine job in setting up a specific course of study through which he endeavors to show how bookkeeping might be taught so as to attain the social-economic objectives about which we have heard so very much.

I must, however, take issue with the author on a few points: First of all, there are several unguarded statements in the opening of his article. I doubt very much if he can defend the statement that "the purely vocational objective of bookkeeping can be defended no longer." Certainly, a vast number of commercial educators still feel that the vocational objective is one of the important objectives of the bookkeeping course. What he probably means to say is that the vocational objective is not the only objective of bookkeeping, but that the social-economic values should and can be emphasized much more than they have been in the past.

The author himself evidently subscribes to the theory that bookkeeping does have vocational value, for in the latter part of his article he provides for a course in bookkeeping, very definitely vocational in character, for those who are interested in taking bookkeeping for that purpose. In fact, he goes further in that the "devocationalized" course that he sets up is

probably two-thirds vocational, and evidently is planned to give training in many of the knowledges and skills that have long been felt

important for secretarial students.

I thoroughly agree with the fundamental principle involved in this article, that is, that a good social-economic course can be built around the basic structure of bookkeeping. I would, however, build it up much more with general business knowledges, such as savings; investments; insurance: problems dealing with buying, particularly installment buying; something about inventories, especially their importance in connection with fire insurance; and other business knowledges of that type that have "consumer" value, and that can be brought into a course of this nature.

I doubt if such a course should be called bookkeeping, however. Surely, such a name would tend to keep out all non-business students who might be expecting to take it, and would tend, probably, to classify the course as just bookkeeping in the minds of most people—even, I fear, some teachers who may be required to teach this work. While still retaining the bookkeeping base as a means of tying the course together, I would prefer to place it, appropriately named, in the ranks of the general social-economic group of courses.

I think the outstanding contribution that the article makes is that it submits a definite plan of attack. The course of study as set up may not necessarily be a final course of study, but at least one that may be used as a base upon

which to build.

A Move in the Right Direction

ATLEE L. PERCY

College of Business Administration, Boston University, Chairman, E. C. T. A. Program Committee

OR some time there has been a growing conviction upon the part of present and past members of the Executive Board of the E. C. T. A. that our yearbook plan of program making, whereby a definite major phase of business education has been considered each year and the various addresses and papers have been published in the form of a yearbook under the direction of the editor and the Executive Board, should be supplemented by some arrangement that would permit a more informal discussion of topics most interesting to the members of the Association at the time of the convention. This arrangement should permit a discussion of top-

ics of current interest, whether or not they were directly related to present, past, or future year-books.

Therefore, with the idea of retaining all the advantages of our present editorial policy and making the program more flexible, the Executive Board decided this year to set aside one entire session of the convention for this purpose, and directed the local committee for the Boston convention to take entire charge of this program.

4,000 Questionnaires Sent Out

To assist the committee in directing discussion along the lines most desired by the membership at large, questionnaires were sent to some four thousand present and former members of the Association, asking what topics they would like to have discussed. The answers to these questionnaires were summarized and turned over to the local committee, which, after careful consideration, selected those questions that seemed most pertinent and timely and for which there appeared to be the greatest demand.

In order to permit as many as possible to take part in this part of the program, six discussion groups or round tables have been organized, each under the direction of a chairman. In each group five discussion leaders have been selected to introduce as many different topics. The speaker on each topic has been selected because of his special fitness to discuss the phase of commercial education suggested by the topic. The remarks of the discussion leaders are to be informal and will be limited to ten minutes. Ample time for general discussion from the floor has been provided for each Formal papers are to be specifically Those attending the convention will have an opportunity to select the particular discussion group in which they are most interested, listen to an expert discussion of live topics, have an opportunity to ask questions, and secure the specific information desired. If time permits, new topics and questions may be presented from the floor.

The program for the 1934 convention is therefore made up of two separate procedures. On Friday, formal papers will be delivered setting forth the general theme of the convention, "Business Education in a Changing Social and

Economic Order."

On Saturday informal discussions of specific current problems of the classroom teacher will take place. This plan, we hope and believe, will encourage attendance at our meetings and participation in the program on the part of many more of our members, especially the younger group, and assist in developing new leaders in the field of business education.

Times revealed.

On Teaching Business English What the Want Ads Reveal F. Y. FOX To a Business Man

President, L. D. S. Business College, Salt Lake City, Utah

OR several years, the L. D. S. Business College has been experimenting with individual instruction in English with gratifying results. Formerly, we followed the traditional method of group instruction, requiring every student to take the subject and "complete" it with satisfactory grades.

The difficulties of this method are obvious to those who follow it and to anyone else who will give the matter a little thought. In the first place, business college enrollments are heterogeneous, and the difficulties due to natural ability and previous training are very marked. If the instructor gives proper attention to the weakest member of his class, he is wasting the time of the strongest. If he adapts his assignments and rate of progress to the latter, he deprives the weak ones of even a gambler's chance of getting through. The method requires, moreover, that some arbitrary standard of passing be set up, whereas in business em-

Under the plan now used in the L. D. S. Business College, the first step is a diagnostic test of English usage. (We use the Pribble-McCrory test.) Our next step is an intensive training in the project drill method until a consistent score of 160 on the test is achieved. By a consistent score is meant one that actually represents the pupil's understanding of the principles of grammar and correct habits in the use of written English.

ployment a degree of proficiency approximating

perfection is demanded.

Following this course in grammar drill, or accompanying it, is a series of projects in punctuation, and finally in business correspondence. In addition to studying the principles of letter writing by the aid of a good textbook, the pupils prepare approximately fifty letters over a wide range of form and content, including application, collection, complaint, sales letters, and so forth.

Under the group plan, pupils begin and finish (or flunk) together. Under the project plan, pupils may begin at any time and are released when the instructor is satisfied that proper standards have been reached. While the average time requirement is about four months, one pupil finished recently in two and a half weeks. It is not uncommon for pupils to remain in the English department for the full period of the stenographic course. Though it requires more work from the instructor, the plan gets more from the pupil and leaves little doubt of the results.

N connection with the article by Imogene L. Pilcher in the February issue, on the cry that "we are training too many stenographers," you may be interested in what a glance at the classified section of a recent issue of the New York

Yes, of course, I said to myself as I spread the paper before me: "These are days of waiting lists in every office, so why should anybody be advertising for stenographers or secretaries?"

But, much to my surprise, I found fifty-one calls. That would hardly support the contention that "we are training too many stenographers." Either we are not training enough good ones, or employers are becoming more exacting.

Here, however, is the point of paramount importance, it seems to me: Business and professional people are advertising for general office assistants with shorthand and typewriting skill, as well as for stenographers and secretaries with certain executive qualities that will justify promotion.

In other words, first, employers are coming to realize that shorthand-typing skill is a valuable accomplishment for all employees, not merely for those who spend all their time taking dictation and transcribing it; and, second, when they hire experienced stenographers they are interested in knowing whether they possess the qualities that will justify promotion to executive positions. There is no suggestion that too many employees know shorthand and typewriting, or that too many ever will! In a long business experience, I have met many junior and senior executives who lamented that they did not learn shorthand and typewriting in their school days.

What did the "want ads" reveal? For example, a doctor advertised for an assistant, but he added "stenography essential." A firm wanted an "office worker," but she had to have a knowledge of stenography. A publisher needed an experienced editorial and advertising assistant, but she had to be a "college-educated stenographer." A "receptionist" was desired, but a requisite was ability to operate a typewriter and, while shorthand was not mentioned, obviously, it would be an important asset in such a position. A company wanted a "correspondent," but applicants were restricted to young men who could qualify as stenographers. Another firm required a "business woman," but specified that she had to be experienced in English and Spanish stenography. An "assistant in personnel and office management department" was wanted, but again the proviso was a "good typist" . . .

Miss Pilcher's broadside should help to awaken students, teachers, and educators from

routine thinking on this subject. It should lift them out of the conviction that shorthand is studied exclusively for its vocational value as it was years ago. It should arouse them to a recognition of its educational value and its usefulness in increasing personal efficiency as well. The purely vocational attitude of the past was fostered by the complexity of the old-time systems in use. Now, with a system that is not only simplicity itself, but that is founded on the familiar and natural writing elements of longhand, a complete change in our mental attitude toward the "lithe and noble art" seems in order.

Shorthand an Aid to All

In my own experience, I have known advertising writers and managers, sales and merchandising managers, sales correspondents, house-organ editors, sales promotion experts, traffic managers, and others who came up through the stenographic and secretarial ranks. They had thus gained a familiarity with the inside workings of their vocations, and as executives they had available an abbreviated form of writing which enabled them to make notes on personal matters, notes in conferences or at lectures, extracts from books, etc.; also for use in drafting documents, recording telephone messages, keeping diaries, and in a hundred other ways. As Dr. Gregg says, "In longhand, for example, the simple word thought requires 27 strokes to express the three sounds contained in it. In shorthand it is written with two easy motions of the pen."

The recognition of the educational value of shorthand and its usefulness to all who have much writing to do is not confined to America. The movement is spreading throughout the world. Some years ago the government of Bavaria decreed that the art should be taught in all the elementary schools, and more recently the government of Germany made a knowledge of shorthand a requirement for all civil-service and railway appointments. Other countries, it is reported, are considering steps in the same direction.

Let us look upon shorthand, not as an end in itself, but as an aid in achieving complete success in a business or professional career. Let our concern be, not that more students are studying it, but rather that all students are not acquiring in the elementary schools an art that saves unnecessary labor in writing.

Special paper for use in practicing and submitting O. G. A. tests is now available. A sample sheet will be mailed on request. Address The Gregg Writer, 270 Madison Avenue, New York.

Washington, D. C., Needs Commercial Teachers

Will Hold Examination in April

THE board of examiners of the public schools of the District of Columbia are holding an examination for commercial teachers for senior and junior high schools in April, probably on April 2 and 3. Dr. Stephen E. Kramer, first assistant superintendent of schools, writes that there is a very good chance of appointment for persons who are able to obtain a standing on the list of eligibles established by this examination.

Those interested should write immediately to Miss Mildred H. Gropp, Chief Examiner, Franklin Administration Building, Washington, D. C., for an application form. It is necessary that a candidate, if declared eligible for the examination, present himself in Washington on the dates scheduled for the examinations.

New York City Plans for Big Spring Meeting

At Hotel Pennsylvania, April 28

LETTER from Simon J. Jason, president of the Commercial Education Association of New York City and Vicinity, reveals a most ambitious program for the annual spring meeting of that organization. A special occupational investigation is under way with 50 CWA workers assisting the Association. The results of this investigation will be made public at the meeting. Another feature that appeals to us is a series of demonstrations of the commercial skill subjects.

Mr. Jason writes:

At the general meeting, we are planning to have demonstrations of each of these skills. About ten minutes will be allowed for each demonstration. Three people will participate in each demonstration: the demonstrator; so far as possible, the one who taught the demonstrator; and the one supervising the demonstration. In that way, we hope to get a line as to the teaching that was necessary to bring about the initial skill, the presentation of the skill itself, and then the comments by the supervisor to show how that skill was brought up to its present state.

An Experiment

By MILDRED SCHMIEDEL

Central High School, Akron, Ohio

A experiment in business education was conducted last year in Central High, Akron's oldest high school. The principal, Mr. J. Ray Stine, succeeded in introducing a junior business education course in the second half of the tenth year.

A number of pupils eligible for the course were consulted to determine how many intended to pursue the secretarial course and how many intended to follow the general commercial course, our plan being to give those who chose the secretarial course a four weeks' try-out period in shorthand during the latter part of the semester. Four classes were scheduled, two for business training throughout the semester and two for business training, including shorthand.

Due to financial conditions and to the fact that the course was an experiment, just enough books were obtained for classroom use; that is, we had only forty books for 160 pupils. This meant that the books could not be taken from school. As a result, home work was reduced to a minimum.

Class Organization

The classes were to simulate a business office as nearly as possible. Class officers, or "office executives," were appointed by the members of each class. Among the officers were: an office manager and his assistant: a secretary, who had charge of sending letters to various business concerns asking for descriptive material and who took the daily attendance of the class; a repeat-and-make-up clerk, whose duty it was to give returned absentees their back assignments; a delivery clerk, who had charge of distributing supplies; a supply and equipment clerk, who was responsible for bringing railroad time-tables. telephone directories, etc., to class, and a trait-and-character clerk, who kept a watchful eye on all members of the class to see if each was progressing in a businesslike manner.

Job sheets were prepared by the teacher to be used in correlation with the textbook. Many of the answers to the questions on the job sheets could be found by studying the text. Other questions made it necessary for the

pupils to use reference books. Still other questions made it necessary for the pupils to interview business people. Some actual problems were also assigned, to be worked out in accordance with the student's best judgment.

Each job sheet supplied sufficient work for one school week. Each day's work was indicated on the job sheet and the work to be done outside the class period was starred.

At the beginning of each class period the pupils would take out their job sheets and textbooks and work for about fifteen minutes. The rest of the period was spent in discussing the day's work. On Friday, a general review discussion was held, and many pupils brought in experiences of friends or relatives.

Supplementary Activities

Many field trips were arranged, and members of the classes who were free after school visited Akron's leading business firms. Pupils were encouraged to bring material for classroom exhibition purposes. One girl, whose father is traffic manager of the Ohio Edison Company, brought in freight bills and other business papers used in his de-An interested Roumanian lad brought to class a letterhead from a concern in Roumania and translated it for the class. Another pupil, whose brother had taken a course in salesmanship, brought in samples of sales instructions to house-to-house canvassers. One girl's father sold stationery, and from her we obtained an exhibit of stationery used by fastidious business houses. At the end of each grading period the most interesting notebooks were displayed.

Popularity of Course

I do not believe I have ever taught a class before in which the pupil response was so spontaneous. After the first two weeks the classes grew to such proportions that pupils were sitting on window sills, extra chairs were brought in, and finally the classes had to be closed to new entrants. At the end of the semester many came to tell me how much they had enjoyed the course.

The results obtained in those classes in which the shorthand try-out course was given were helpful to us in guiding some into the secretarial course and others into the general commercial course.

Legal Aspects of the Business Man's Relation to His Markets

By E. L. KELLEY

Professor in Business Administration, Northwest Missouri State Teachers College

There is no mystery in modern business. It concerns itself with property, credit, and services, and with contracts pertaining to these things. However, a person coming, for the first time, into contact with the multitudinous technical devices commonly used in business is likely to be somewhat dazed by the array of forms and actions he may find. For this reason, a brief survey of the legal relationships of a business man to the public and to other businesses will prove helpful.

THE term "business" embraces every kind of industrial activity by which men acquire, manufacture, or otherwise produce property; also, those activities by which they sell or transfer, by which they may haul, store, or cause to be insured; as well as those by which they borrow or lend money to these ends; and, finally, those by which they furnish and obtain services in these and other similar enterprises.

None of the relations in which a business man finds himself is more important than his relation to the market. Regardless of the business activity in which he is engaged, market problems of more or less complexity will arise for solution. In the majority of cases, these problems are complicated by the presence of legal difficulties of one kind or another. An understanding of the market devices that the law furnishes is of great value in the administration of his affairs. business man should also have a knowledge of the legal considerations involved in the use of these devices in the administration of his market problems. Some of the legal problems the business man must face in his work are: the requirement by law in the formation of market agreements; the legal consequences that result from their formation, the rights and duties of the parties to the transactions; and the remedies of the parties in connection with the enforcement of the obligations that arise out of their formation.

Common Law Inadequate Today

The common law in some respects has proved itself quite inadequate in dealing with market practices in modern business. Its standards of fairness and unfairness, which

were developed in the days of simple industry and business, are not adequate in settling competitive controversies arising out of modern industry and business. The common law does not consist of appropriate machinery for enforcing standards of fairness in recent business relationships. Due to this condition, much legislation has been passed in recent years setting up new standards of market conduct and creating more efficient machinery for their enforcement.

The problems of the business executive are many. Taking for granted the physical environment, the task of the business executive may be said to have four interacting determinants.

Four Major Aspects of Business

The first of these determinants consists of technological considerations. Some problems require a great deal of the time of the business executive. The development of such sciences as physics, chemistry, and psychology has made available a great store of knowledge. The executive must weigh this knowledge and adapt it to his particular problems.

The technological aspects of the business man's problem are not of so much importance as the most discussed aspect value and price, which together compose the second of the four determinants in the tasks of the business executive. The social problem—the third determinant—follows closely.

Finally, there is a fourth factor, or aspect of all the foregoing factors, that of continuous change, the influence of progress and the combination of all other factors. There are changes in technique, some of which may result from an intensive study of his own



E. L. KELLEY

business and some of which may be forced upon him in this pecuniary, competitive business world.

Relative to the last consideration, we find law to be the most potent factor. The term "law" includes all those rules by which courts are controlled in the administration of justice. The same rules must also govern men in their relation to each other, because if the rules be violated, the courts will either give reparation to the injured party or refuse to aid the one who has violated them.

"Business law" is that portion of the general law that controls business transactions. Its importance can hardly be overestimated from the standpoint of a business or professional man who, daily, is brought into contact with the transactions of business. One engaged in business transactions may be confronted with legal questions involving almost any topic of the law, and may need advice from an expert or may, in simple cases, be able to solve the difficulty for himself.

If man lived in complete isolation, according to Mr. W. H. Spencer, acknowledging no superior control over him, no laws would exist for him. But as soon as man comes into contact with his fellowmen, friction inevitably results and controversies of one kind and another arise. In time, the frequency and intensity of these controversies force men to

some organized state, even though it may be crude and simple.

A demand for some method of control came as a necessity with the closer relation of individuals and the increased friction resulting from it. Soon, there grew a variety of devices to eliminate this friction and settle the controversies.

It may safely be asserted, without tracing the historical development of the many methods for control, that law has, from the first, been one of the most important instruments. It is as strong and fair as the governing body that stands behind it, and demands respect for it.

The greatest obstacles between many men and the success they long to attain are the fear of failing and the lack of confidence in their own ability to accomplish the ultimate goal. Consider the advice and opinions of others, weigh them, and act accordingly. Do not follow blindly, for business is constructive and, to develop and grow, business must be directed by constructive and clear-thinking men who appreciate the laws and principles of business and who are guided by them. These laws and principles are common sense as applied to and classified for use in business. A knowledge of these laws and their application to a man's particular work at hand brings him closer to success in business.

Special Laws for Business Dealings

The nature of the relations with which each department of the law deals is usually the basis for the classification of law. Law is first divided into public and private law, the former dealing with relationships between the state and individuals, and the latter with the relationships of private individuals and groups with each other.

These are the general divisions of our legal system. But for the purposes of accessibility, additional subdivision is necessary in the departments of the system that have been most elaborately developed, as in the section of the law of obligations in regard to contracts. In addition to a general law of contracts, which embodies those rules of fundamental importance and general application, there are special laws to control contractual obligations made in sales, insurance, agency, bills and notes, and other special relations, originating in agreement but having legal peculiarities resulting from the essential nature of the rela-

tion or from historical reasons connected with the legal recognition of the particular interest.

Individual civilizations have developed different systems of administering justice according to law that meet their requirements.

One must note that, in the broadest use of the term, the common law, as a body of rules and principles for the administration of justice, distinguished from the civil law, is not physically recognized law of any particular state, but is the law of all and justice in general.

In addition to the systems of common law, civil law, and equity, there have been, at various times, several other systems of law, especially in England, having separate courts and providing rules that differed from the courts of law and equity. The more important of these were admiralty law, the canon law, and the law merchant. Maritime affairs were dealt with through admiralty law, and this jurisdiction is still kept distinct from law and equity both in England and in the United States. In the United States admiralty law is administered exclusively by the Federal courts.

The term "canon law" earlier included much more than it now does and dealt with all ecclesiastical affairs. The law merchant governed mercantile or trade affairs, at first between all merchants, and later only where foreign merchants were concerned. Local commercial courts in the port towns and trade centers of England administered this law. Later, the rules of the law and foreign merchant were absorbed into the common-law system. These laws ceased to exist as a separate system.

Three Types of Action in the Courts

There were, in general, three types of action in the courts of common law: (1) real actions, pertaining only to land and estates in land; (2) personal actions, pertaining to personal rights and property; and (3) mixed actions, involving the recovery of real property and damage done to it.

Personal actions were divided into two classes: (1) those arising from the breach of contract; and (2) those arising from a wrong that was not a breach of contract. These classes, for convenience, were then subdivided into assumpsit, debt, and covenant; and into trespass, trespass on the case, trover and conversion, and replevin, with the action of detinue classed into either of the above.

England developed her courts of chancery as a result of the fact that relief in the common-law courts could not be obtained unless the suitor's claim was of such a nature that the writs in common use would cover it. It was necessary that it fall within one or the other of the actions that were allowed. The scope of these actions is much wider at present than it was at that time. The general principle still holds true, however, in the common-law practice, that a case must be in the form of one of the actions mentioned or relief cannot be granted.

Some Actions and Their Remedies

Legal acceptance of "debt" is that of a sum of money due by definite and expressed agreement; as by a bond for a certain sum, a bill or note, or a rent reserved on a lease, where the quantity is fixed and definite, and does not depend on any later valuation to settle it. The non-payment of these is an injury, and the proper remedy is by action of debt, to force the performance of the contract and recover the specific sum due. This is the shortest and surest remedy, especially when the debt arises upon a specialty, such as a deed or an instrument under seal. If one agrees, verbally, to pay a man a fixed sum for certain goods, and fails in the performance, an action of debt may be brought against him because this is also a determinate If, however, one agrees for no settled price, he is not liable to an action of debt, but to a special action on the case, according to the nature of his contract.

A verbal covenant is somewhat of a promise, and needs nothing but writing and sealing to make it the same. If it is to perform any specific act, it is an express contract, the same as any covenant, and the breach of it is an equal injury in the eyes of the law. The remedy is not the same because, instead of an action of covenant, there lies only action upon the case, for that which is called assumpsit or undertaking of the defendant. The wrong done to the plaintiff is the failure of performing the undertaking, the resulting damages of which a jury are to estimate and settle. The contract action is known as "covenant," and is not used except when the suit is on a sealed contract.

Deprivation of possession may also be by an unjust detainer of another's goods, though the original taking was lawful. For example, A seizes and holds goods belonging to B, and A damages the goods or causes them to be damaged or wrongfully detained, and before they are impounded, A tenders B sufficient amends. Now, though the original taking was lawful, A's subsequent detainment of it after tender of amends is wrongful, and B shall have an action of replevin against A to recover them; in which he shall recover damages only for the detention and not for the caption, because the original taking was lawful.

Action of Replevin Extended

In its original form, an action of replevin could be used only when the property claimed had been unlawfully taken from the possession of the plaintiff and was being unlawfully detained. It is to be contrasted, in this respect, with detinue, which was the appropriate action for the recovery of personal property, lawfully received from the plaintiff but unlawfully detained. The action of replevin, in most jurisdictions, has been extended so that it now includes the cases formerly lying exclusively in detinue, and the action may, in such jurisdictions, be brought in all cases to recover specific personal property, unlawfully detained, and damages for its detention.

In its beginning, an action of trover and conversion was an action of trespass upon the case, for recovery of damages against persons who had found another's goods, and refused to deliver them upon demand, but converted them to their own use. This action has such a decided advantage, due to its freedom from wager of law, and the less degree of certainty requisite in describing the goods that actions of trover were finally permitted to be brought against any man who had in his possession the personal goods of another, and sold or used them without consent of the owner, or refused to deliver them upon demand. The conversion is the injury, for any person may take the goods of another into possession, if he finds them, but he is not allowed to acquire a property in them unless the owner is never found. He must not convert them to his own use, which the law presumes him to do, if he refused them to the owner, for which reason such refusal also is, *prima facie*, sufficient evidence of conversion.

A trespass may be committed either upon the person of another, or upon real property or personal property, or upon his relative rights.

In case the complaint is of the entry upon real property, the action is known as trespass quare clausum freigit. When the injury is the taking and carrying away of personal property, it is termed trespass de bonis asportatis. Where the loss of services is the injury, such as an action by a father or master of enticing away or debauching his daughter or servant, it is called trespass per quod servitium amisit. All trespasses, committed with either actual or implied force, are known as trespass vi et armis.

In case such an injury as described above is committed with force, actual or implied, and the injury is not consequential but immediate, and if injury has been done to property in the possession of the person complaining at the time of the injury, the correct remedy to recover damages for the injury is by action to trespass. If a tort is committed without force, actual or implied, or the injury was merely consequential, or if the plaintiff's interest or right was only in reversion at the time of the injury, trespass will not lie and the remedy must be by an action on the case of trover.

Know Your Legal Rights

A business man should know his legal rights in order that he may protect himself fully and also that he may escape the consequence of doing that which he has no right to do, under the impression that he is transacting business in a proper and legal manner. Parties in business relationship will, at times, get into disputes and will, accordingly, be unable to settle their differences themselves. Consequently, the man who has the legal knowledge usually knows at all times his rights of action if taken at court and may rest assured that he has gained in money, time, and self-satisfaction by his acts.

A Forthcoming Article of Importance

"Commercial Education on the Junior College Level," by Harold G. Shields, Assistant Dean, School of Business, University of Chicago.

John E. Gill—Educator and Friend

June 21, 1872 - January 15, 1934

FORTY years of unselfish service to his fellowman is the entry opposite John E. Gill's name in life's great ledger. In his death, not only did commercial education lose a distinguished pioneer, but his state lost a prominent citizen and public benefactor.

Dean Gill's teaching career began in 1893 at the Gem City Business College, Quincy, Illinois. He had graduated from that institution and had just reached his majority. From that time till just a few weeks ago, he devoted his life to the training of young people for business careers. He was a very capable teacher of Graham Shorthand, and his adoption of Gregg Shorthand was a very important factor in gaining consideration for the system in the Middle West.

Mr. Gill came to Trenton, New Jersey, in 1901 and formed a partnership with Franklin B. Moore, proprietor of the Rider-Moore and Stewart School. This school later became the present Rider College, with Mr. Moore as president and Mr. Gill as vice president and dean. The growth of the school has been remarkable.

A short time after his arrival in Trenton, Mr. Gill's genial personality and executive ability began to gain him wide notice. He had a flair for politics, which carried him to a high position among Republican leaders of his county and state.

In 1907, he was the Republican candidate for mayor; he served as assemblyman in the New Jersey legislature of 1912. He represented the Fourth Congressional District as a delegate to the National Republican Convention in the same year. He was also assemblyman during the terms of 1917-1918.

More recently, Mr. Gill was county campaign manager for the late Dwight W. Morrow, who won the senatorial election for both short and long terms in 1930, and as state manager for former Governor E. C. Stokes, who in 1928 was a candidate for the Republican nomination to the United States Senate.

During Governor Moore's first term in office, Mr. Gill was appointed to the State commission for the study of the underprivileged child, later named the State Crippled Children's Commission. He also devoted much of his time to activity as a member of the board



JOHN E. GILL

of managers of the Trenton State Hospital for the Insane.

Rehabilitation work after the World War also interested Mr. Gill. In 1923, he was named vice president of the Business Men's Advisory Committee of the United States Veterans' Bureau.

Mr. Gill was a former president of the Trenton Chamber of Commerce, the City Rescue Mission, the Eastern Commercial Teachers Association, and the Eastern Gregg Shorthand Association.

Active as a member of a number of fraternal and secret organizations, Mr. Gill was a past president of the Trenton Kiwanis Club and a past lieutenant-governor of the state Kiwanis organization.

Shortly after the election of the late Mr. Morrow to the Senate last year, a testimonial dinner was tendered Mr. Gill, attended by more than 600 persons, among whom were persons prominent in city, state, and national affairs. Senator Morrow paid a stirring tribute to the unstinting service and unselfish efforts Mr. Gill contributed to each of the worthy causes in which he was interested.

He was a trustee of the Prospect Street Presbyterian Church and was active in other religious organizations. Surviving him are his widow, Mrs. Nellie Goodner Gill, two daughters, Mrs. Helen Oliphant and Mrs. Alice Kuser; one son, Goodner Gill, and several grandchildren, all of Trenton. Our heartfelt sympathy goes to his family and associates.



COLD **MEDAL WINNERS**

CREGG SHORTHAND TEACHERS'

ANNUAL MEDAL TEST For 1933



Ruth McLellan





Sister Generieve Marie Ethel Mc Cormack

Fredda, J. Opsahl

Doris Arvilla Soule

Martha M. Hood

Eva L. Connelly



Elizabeth Bailey Daisy M. Bell





James Forbes



Karl Marshall



Results of the Gregg Shorthand Teacher's Medal Test for 1933

By FLORENCE ELAINE ULRICH

E bring to you in this issue the results of the Annual Teacher's Medal Test, which closed December 31. The gist of many of the letters that accompanied the medal specimens is voiced by Miss Elizabeth Harnack, of Detroit, who writes, "I have enjoyed working at the Teacher's Medal Test for 1933 more than ever. Working and preparing copy for these medal tests has surely increased my enthusiasm for good writing."

It gives us great pleasure to add another group of teachers to our growing list of Expert Shorthand Writing Medal winners, and we commend them upon the excellent style of shorthand they have acquired.

We were interested in noting the improvement in the writing style on many of the specimens submitted this year; and found especially gratifying the notes submitted by teachers who have been studying and practicing since the last test.

A newcomer in the Medal Test this year is Mr. Karl Marshall, of Churchman Business College, Easton, Pennsylvania. A couple of summers ago, while on a visit to his school, we observed his shorthand writing on the blackboard and knew him to be a "medal writer." But he is a very modest fellow, and it evidently took two years to persuade him to submit his notes for critical inspection and Gold Medal appraisal—time that he evidently used to good advantage in cultivating the fine form and technique to be observed in the specimen of his blackboard notes that we are reproducing.

Another newcomer in the Gold Medal Test this year previously distinguished herself in the National Shorthand Reporters' Association Contests as a speed writer. Those of you who have been following these reports will recall the name of Urina Roberts, now Mrs. Frandsen, who qualified at 150 words a minute while a student in Gregg College in 1921. We are reproducing her notes so that you may see the graceful blending of "speed" and "artistry" in the specimen she submitted.

Another newcomer in this test is Myrtle W. Norman, of Tientsin, North China, who



MYRTLE W. NORMAN

qualifies for the Silver Medal. She is the daughter of Mrs. Grace Norman, an outstanding writer of the system, and a teacher in her mother's shorthand school in China. The accompanying photograph of her shows that winning trophies is one of her especial accomplishments, although this is the first trophy in shorthand. The glittering array that you see around her is the result of her swimming prowess.

While we should like to comment individually on each of the specimens received, lack of space forbids. The number of teachers qualifying for awards this year is evidence of the popularity of the Medal Test as a measurement of teacher-writing accomplishment, and the progress that these teachers are making toward the goal of the Expert Shorthand Writing Gold Medal.

Penmanship Observations

We venture to suggest that the difference between a specimen of notes that qualified for the medal in the Annual Teacher's Medal Test and one that did not was largely a matter of *critical* preparation. By that we mean a careful analysis of the writing at every point in the practice before the final specimen was written for submission.

Writers having the same degree of fluency, smoothness of line, ease of execution, and ability to turn a circle may find their papers on opposite sides of the dividing line for the Gold Medal because one took cognizance of little faults through careful analysis of individual outlines, and eliminated these faults while the other glided blithely through the copy without noticing them at all!

Wisps of stray ends at the beginning and end of a circle joining—pen strokes permitted to trail off the end of a consonant, instead of turning the circle neatly to a close and stopping just at the junction where the circle is completed—disregard of the correct form and slant of f in from and friends, and a vagabond indifference to the nicety with which each consonant should connect with another—end blends that became d's in foundation (it wasn't necessary for the examiners to go beyond the first line in many instances to determine whether or not the specimen had been "analytically" prepared) do not make medal copy!

If s in sincerity was correctly written—small, good curvature, and proper slant—and

v in very had the required pull to the right at the beginning with the circle turned neatly at the close; if f in foundation was made with proper slant and form, instead of tipping forward, and joined deftly to an end blend; if the end blend was written with a curved sweep instead of stiffening to a straight line that retraced the stem of f for nearly half its height, the paper as a whole was generally good.

The wisdom of learning to write a correct style is obvious to every teacher. In the Annual O. G. A. Contest, one teacher in the East submits a good club of specimens, with every paper on the border line of the Gold Pin standard, but few slipping off into this class because of a tendency to wobble on the hairlike lines and too shallow curves. We called attention to the tendency, with the result that sufficient improvement was made last year to bring the club into the A Group, but there is no "bulge" of improvement, to use a bit of financial jargon, because the teacher writes that particular style herself and the students imitate her writing!

Again, a school in the Middle West submits a good club of O. G. A. papers each year, but does not attain the Grade A level of performance because of a peculiarity in writing curves—a deep arclike swing to the f's and v's that form a "half moon" in many instances. The writing is fluent, well proportioned, and with many perfect outlines, otherwise. But the tendency to exaggerate curves is deep-rooted, and while the groups of stu-



BLACKBOARD NOTES OF KARL MARSHALL



BLACKBOARD NOTES OF URINA ROBERTS FRANDSEN

dents each year break from it sufficiently to warrant the papers holding to a "membership standard," they never quite go beyond that point. We received a specimen of notes from this teacher in the Medal Test this year, and if the paper had come to us without name and address we should have known where to send the report—so closely does it resemble the work of her pupils!

It is certain that to write good notes, as in the performance of every other art, there must be a passion for discipline, a great self-respect, and a desire to make that specimen of notes a work of art—and to these must also be added an eye that never wavers nor flinches. Such practice will inevitably bring recognition.

A truly artistic specimen of notes is so beautifully written—smooth, fluent, artistic in slant, arrangement, and perfect forms that, while looking at it, one is not conscious of any particular outline or set of characters. It is a symphony of exquisite lines.

It is simple enough to reproduce an exact copy of a given outline or a group of outlines, but it requires sensitiveness and a love of the task to produce the perfectly symmetrical, natural piece of writing, where each word and each phrase are written in a rhythm that contributes outline by outline to a beautifully artistic whole.

The art of shorthand is the manipulation of a procession of delicate symbols. Its beau-

ty lies in a harmony of graceful curves, freedom of movement, natural slant and spacing, and neatly turned hooks and circles. Such a specimen of notes is to the eye what happy articulation of beautiful word pictures is to the ear—a lovely prose poem.

Write always with a sense of the beauty and the spirit of shorthand—rapid, scintillating strokes! Remember that artistic notes can only be made by an adherence to proportion, rhythm, and form, infused with an ease and a swing of execution that blends the whole into a work of art. Let our teachers lead the way to the dawn of a new era in shorthand writing—perfect performance, artistic masterpieces, and a greater permanent skill!

Gold Medalists

- Elizabeth Bailey, Bellflower Township High School, Bellflower, Illinois
- Daisy M. Bell, J. Sterling Morton High School, Cicero, Illinois
- Eva L. Connelly, Miss Brown's School of Business, Milwaukee, Wisconsin
- Urina Roberts Frandsen, Woodbury College, Los Angeles, California
- James Forbes, Woodbury College, Los Angeles, California Martha M. Hood, Galesburg High School, Galesburg,
- Illinois Karl Marshall, Churchman Business College, Easton,
- Pennsylvania
 Ethel McCormack, Fresno Technical High School,
 Fresno, California
- Ruth McLellan, Houlton High School, Houlton, Maine Fredda J. Opsahl, Woodbury College, Los Angeles, California

Sister Genevieve Marie, St. John Commercial School, New Haven, Connecticut

Doris Arvilla Soule, Columbia University, New York, New York

Silver Medalists

- Robert E. Bell, Depue Public High School, Depue, Illinois
- Virginia Bush, Dietz Commercial School, Honolulu, T. H.
- Gretna Higgins, Burdett College, Lynn, Massachusetts Myrtle W. Norman, Tientsin, North China
- D. Thong Suk Rakmanute, Bangkok, Siam
- Mrs. E. M. Sathre, Northern Business College, Bemidji, Minnesota
- Charlotte M. Scholl, Newton Community High School, Newton, Illinois
- Bula Swartz, Public High School, Sand Springs, Oklahoma
- Margaret Taylor, Nassau Secretarial School, Freeport, New York
- Mrs. Ermal H. Tucker, Kansas City College of Com-merce, Kansas City, Missouri Harvey W. Welsh, Proviso Township High School,
- Maywood, Illinois

Gold Seal Proficiency Certificates With Honor

- Irma Barkhausen, Beaver Dam High School, Beaver Dam. Wisconsin
- Winnifred Kent, St. Catherines Business College, St. Catherines, Ontario, Canada
- Marie M. McCarthy, State College of Washington, Pullman, Washington
- Gena Ostby, State Teachers College, Mayville, North Dakota
- Sister Mary Alphonse, S.S.N.D., Saint Agnes School, St. Paul, Minnesota
- Nellie Smith, Hutchinson, Kansas
- Margaret Vaughan, Miss Vaughan's School of Stenography, Lexington, Missouri
- Mrs. K. Chase Winslow, Glendale Secretarial School,
- Glendale, California
 Della A. Young, Montana State College, Bozeman,

Gold Seal Proficiency Certificates

- Mrs. Muriel T. Amey, San Jose College of Com-
- merce, San Jose, California J. E. Bartley, Dana College, Blair, Nebraska
- William A. Barton, Rotherham, Yorkshire, England Erold B. Beach, High School, Marblehead, Massa-
- chusetts Orton E. Beach, Morse College, Hartford, Connecticut Arvilla Benshoof, Creston High School, Creston, Iowa
- Brother Fred Henry, Marist Bros. School, Pago Pago, American Samoa
- Violet E. Carner, Kingsburg High School, Kingsburg, California
- Mabel Catlin, Kamehameha School for Girls, Honolulu, T. H.
- P. Chao, Hung Te Commercial School, Tientsin, North China Nell Clark, Dunbar Township High School, Dunbar,
- Pennsylvania
- Mrs. E. A. Cole, Newton High School, Newton, New Jersey Isabel Crawford, Portage High School, Portage, Penn-
- sylvania Sarah B. Decker, Irondequoit High School, Roches-
- ter, New York
- T. E. Dorn, Jr., Beall High School, Frostburg, Maryland
- Mary-Faye Durr, West High School, Akron, Ohio Mrs. Martha L. Ebersol, Acme Business College, Lan-
- sing, Michigan aura Eldred, Carlinville Community High School, Carlinville, Illinois

- S. Entwistle, Werneth, Oldham, Lancashire, England Mildred M. Falk, Emerson High School, Emerson, Nehraska
- Princeton Township High School, W. Feller. Princeton, Illinois
- Warren Fisk, Banning Union High School, Banning, California
- Lena Garavalia, William H. Hall High School, West
- Hartford, Connecticut
 Maybelle V. Geer, School of Commercial Sciences,
- Woonsocket, Rhode Island Emma Collard Guay, Figures Secretarial School, Los Angeles, California
- Amalia Helene Guenther, Borger High School, Borger, Texas Emily Hartmann, Seymour High School, Seymour,
- Wisconsin
- Emma Bell Hauch, Johnstown Senior High School, Johnstown, Pennsylvania Elizabeth Nettleton Hayes, Woodbury College, Los
- Angeles, California Eleanor Drake Hobbs, Haverhill High School, Haver-
- hill. Massachusetts Elsie M. Jorgenson, Hutchinson High School, Hutch-
- inson, Minnesota
- Margaret E. Keefe, Union High School, West Los Angeles, California Gertrude Knie, Franklin High School, Franklin, Ne-
- braska Mrs. Genevieve Kuecker, Marengo Community High
- School, Marengo, Illinois Pauline McElvain, Franklin High School, Portland, Oregon
- Helen McGough, Sacred Heart Academy, Springfield, Illinois
- Mable H. McKee, Dague Business University, Wichita, Kansas
- Edna Murphy, Coin High School, Coin, Iowa
- Glen H. Obourn, Ashton High School, Ashton, Illinois Gladys G. Parker, Holden High School, Holden, Massachusetts
- Helen T. Patterson, Cristobal High School, Cristobal, Canal Zone.
- Flor de María Quinoñes, Ponce High School, Ponce, Puerto Rico
- Florence Rapp, Monroe High School, Rochester, New York
- Lilian F. Rivers, Fullerton Junior College, Fullerton, California
- Edith Shakespeare, Dwight Township High School,
- Dwight, Illinois Edith I. Shaw, Coleman Business College, Newark,
- New Jersey. Sister Mary Adella, C.PP.S., Sts. Peter and Paul
- Sister M. Catharine Anita, S.S.J., Queen of Peace
- High School, North Arlington, New Jersey Sister M. Claretta, O.S.F., Alvernia High School,
- Chicago, Illinois Sister M. Georgina, O.P., St. Mary's Academy, Cheyenne, Wyoming Sister M. Leonarda, O.P., St. Mary's School, Rahway,
- New Jersey
- Margaret R. Smith, Astoria High School, Astoria, Oregon
- Mayme Swan, Twin Falls High School, Twin Falls, Idaho
- Marjorie L. Wenham, Kalamazoo Central High School, Kalamazoo, Michigan Myrna Woodward, Appleton High School, Appleton,
- Minnesota H. C. Yen, Fukien Christian University, Foochow, Fukien, China

Red Seal Proficiency Certificates

- Margaret H. Allen, Lexington High School, Lexington, North Carolina
- Dulcie Angus, Fife High School, Tacoma, Washington Wilma J. Appleton, Chino High School, Chino, Cali-

- Pearl M. Baker, Yakima Business College, Yakima, Washington
- Eva Barnhart, Canal Winchester High School, Canal Winchester, Ohio
- Clara T. Bean, Issaquah High School, Issaquah, Washington
- Lillian L. Biester, Bloom Township High School, Chicago Heights, Illinois
- Clara Bollman, Beloit High School, Beloit, Kansas Minerva Brumbach, Park Institute, Pittsburgh, Pennsylvania
- Ruth Bumpas, Woodbury College, Los Angeles, California
- Lenna I. Burke, Senior High School, Auburn, New York
- Martha Ada Caldwell, Kansas City College of Com-
- merce, Kansas City, Kansas Dorothea L. Chandler, Miss Brown's School of Business, Milwaukee, Wisconsin
- Bernadine Coale, Buda Township High School, Buda, Illinois
- Jessie F. Connell, Montana State College, Bozeman, Montana
- Nellie M. Convy, Natrona County High School, Casper, Wyoming
- Ethel B. Cook, Cook's Secretarial School, Oelwein, Iowa Doris Fleming Crouch, Batesburg-Leesville High School,
- Leesville, South Carolina Christina Donovan, Stoughton High School, Stoughton, Massachusetts
- Genevieve H. Dwyer, Amherst High School, Amherst, Massachusetts
- Mary H. Fleming, South Hadley High School, South Hadley Falls, Massachusetts
- Marjorie Frank, Appleton City High School, Apple-
- ton City, Missouri Ruth M. Fraser, South Park High School, Buffalo, New York
- Thelma R. Frazee, Lyndhurst High School, Lyndhurst, New Jersey
- May Freligh, Central Y. W. C. A., Cleveland, Ohio Mrs. Eula B. Fritz, The Eula B. Fritz Commercial School, Nyack, New York.
- Mrs. Lula Gatlin, Cox Commercial School, Tucson, Arizona
- Mrs. Pearl Gibson, Crystal Falls High School, Crystal Falls, Michigan
- M. Gertrude Gould, Jamaica Plain High School, Jamaica Plain, Massachusetts
- Mrs. Pearl Elliott Green, Louann High School, Louann, Arkansas
- Ruby A. Haglund, Benjamin Franklin High School, Los Angeles, California
- Mae M. Hanlon, Leon High School, Leon, Iowa Elizabeth C. Harnack, High School of Commerce,
- Detroit, Michigan Helen C. Hazrick, Port Richmond High School, Staten
- Island, New York Blanche Heagy, Harding High School, St. Paul, Min-
- nesota Lillian Heath, Johnson City High School, Johnson City,
- New York Evelyn K. Hinners, Metcalf High School, Metcalf,
- Illinois Susanna Hoffmann, High School, Strathmore, California Grace M. Homan, Malta Public High School, Malta, Montana
- Ruth Horger, Taylor High School, Taylor, Pennsylvania
- May W. Hosbrook, Troy High School, Troy, Ohio. Mary L. Hudelson, Pomona Rural High School, Po-
- mona, Kansas Marion Hunsicker, Fordson High School, Dearborn, Michigan
- Frances Hyde, Birchwood High School, Birchwood, Wisconsin
- Edith L. Johnson, Business Institute and Secretarial School, Santa Ana, California
- Marcella M. Johnson, Hancock High School, Hancock, Michigan

- Lee W. Julander, Britt High School and Junior College, Britt, Iowa.
- Elsie M. Kain, Stevensville, Montana
- Louise Kellams, Belt Valley High School, Belt, Montana
- Mabel M. Leidy, Temple University, Philadelphia, Pennsylvania
- Barbara W. Leighton, Danforth High School, Dan-
- forth, Maine Priscilla N. Little, Wrentham High School, Wrentham, Massachusetts
- Clare Mary Louis, Cullom Community High School, Cullom, Illinois
- Señor A. A. Loyo, Woodbury College, Los Angeles, California
- Florence Ludwick, Bayless Business College, Dubuque, Iowa
- Mary Madeiros, High School, Winooski, Vermont Clara McIver, Memorial High School, Ely, Minnesota
- Sadie Meehan, Manual Training High School, Peoria, Illinois
- Hilda Mesick, Coulee High School, Coulee, Washington M. Eloise Metcalf, Bulkeley High School, Hartford, Connecticut
- Rose H. Morrison, Hitchcock Free Academy, Brimfield, Massachusetts
- Frances L. Moser, Senior High School, Galesburg, Illinois
- Eva Mueller, Pittsville High School, Pittsville, Wis-
- Nellie Mullinex, Shorthand Studio, Battle Creek,
- Michigan Mrs. Elizabeth B. Murray, Paoli High School, Paoli,
- Indiana M. Barbara Murray, Hope Street High School, Providence, Rhode Island
- Mary-Kathryn Newman, Easton High School, Easton, Pennsylvania
- Mrs. C. F. Noble, Merrill Commercial College, Merrill, Wisconsin
- Martha L. Norstrum, Spencer High School, Spencer, Iowa
- Robert D. Parrish, Woodbury College, Los Angeles, California
- H. K. Pathare, Davar's College of Commerce, Bom-
- bay, India Carl H. Peterson, Ecorse High School, Ecorse, Michi-
- Mary Phelps, Parkersburg High School, Parkersburg, West Virginia
- Laurine M. Pierson, Alhambra High School, Alhambra, Illinois
- Thelma M. Potter, Asbury Park High School, Asbury
- Park, New Jersey Fred. S. Rawlinson, Moose Jaw Technical High School,
- Moose Jaw, Saskatchewan, Canada Desma Renner, Hadley Vocational School, St. Louis,
- Missouri Peggy Roeder, College of Commerce, Kenosha, Wis-
- consin Bertha E. Roseberry, Macon High School, Macon,
- Missouri Martha Z. Schmitt, Orange Union High School, Orange, California
- Sechrest, Wellston High School, Wellston, Haline Missouri
- Marian Seeley, Senior High School, Mobridge, South Dakota
- Mary C. Shaffell, Concord Business College, Concord, New Hampshire
- Anne Silver, Hempstead High School, Hempstead, New York
- Ruth E. Sinclair, New Salem Academy, New Salem, Massachusetts
- Sister Mary Angelica, St. Mary School, Richmond, Indiana
- Sister M. Angela Augusta, Sacred Heart School, El Paso, Texas
- Sister M. Rose Carlita, O.P., Catholic Central High School, Grand Rapids, Michigan

Sister M. Edmond, St. Mary's Academy, O'Neill, Nebraska

Sister Mary Elfrida, P.H.J.C., Saint Augustine Commercial High School, Chicago, Illinois

Sister Mary Joanette, St. Peter's Commercial School, Fort Wayne, Indiana Sister Mary of Bethlehem, Holy Family School, Worcester, Massachusetts

Palma, Minster Public High School, Sister Mary

Minster, Ohio Sister Mary Paterna, St. Paul's High School, Nor-

walk. Ohio Sister Mary Patrick, Mission Church High School,

Roxbury, Massachusetts Sister Mary St. Clarence, B.V.M., Holy Angels High School, Milwaukee, Wisconsin

Sister Charles Therese, Loretto Academy, Santa Fe, New Mexico

Howard Sleeter, Coal City Township High School, Coal City, Illinois
Lorena Stauts, French High School, Beaumont,

Texas Alyce Sterenberg, Central High School, Kalamazoo,

Michigan Caroline Stober, Girls' Polytechnic School, Portland,

Oregon Evalyn M. Strangfeld, Rochelle Township High School,

Rochelle, Illinois Evelyn Sutherland, North Attleboro High School,

North Attleboro, Massachusetts Mollie Swarthout, Wisconsin Dells High School, Wisconsin Dells, Wisconsin

Mildred L. Troiano, Short's Secretarial School, Norwalk. Connecticut

Ella Trotter, Cleveland High School, Cleveland, Oklahoma

Esther Veatch, Guthrie Center High School, Guthrie Center, Iowa

Jua Wagoner, Gebo High School, Gebo, Wyoming Earl F. Weller, Camp Curtin Junior High School,

Harrisburg, Pennsylvania R. Wiley, Dell Rapids High School, Dell Rapids, South Dakota

Marion F. Woodruff, Gloucester High School, Gloucester, Massachusetts

Dorothy Yohn, Pottstown High School, Pottstown, Pennsylvania

Laurine L. Young, Milwaukee Vocational School, Milwaukee, Wisconsin

Frederick Zillinsky, Bethlehem Business College, Bethlehem, Pennsylvania

O. G. A. Membership Certificates

Bertha L. Ager, Vocational School, Dubuque, Iowa Thelma E. Armagost, Susquehanna University, Selinsgrove, Pennsylvania

Alice M. Beougher, Carroll High School, Carroll, Ohio Glenroy H. Bishop, Camp Curtin Jr. High School, Harrisburg, Pennsylvania

Ellen E. Bonney, McKinley High School, Pen Argyl, Pennsylvania

Izetta L. Broitzman, Mt. Carroll High School, Mt. Carroll, Illinois

Jewell M. Cartwright, Vocational School, Chattanooga, Tennessee

Zelma Cook, Mesquite High School, Mesquite, Texas D. R. Coulter, Raymond Commercial High School, Raymond, Illinois

S. Eleanor Cunningham, Bellows Free Academy, St. Albans, Vermont

Mary Alletta Dodd, Springfield High School, Springfield, Illinois

Edith R. Fairlamb, Muhlenberg Township High School, Laureldale, Pennsylvania

Conan E. Fisher, Gladstone High School, Gladstone, Michigan

Esther Frederick, Opheim High School, Opheim, Montana

Grace Giannotti, Morrison High School, Morrison, Virginia

Mrs. May A. Gibson, Harter-Stanford Township High School, Flora, Illinois

Eleanor Graham, Glidden High School, Glidden, Wisconsin Theresa K. Grantham, Kearney High School, Kearney,

Nebraska Grace E. Herrold, Freeburg High School, Freeburg.

Pennsylvania Lois Hillemeyer, Waverly High School, Waverly, Iowa Bertha Holden, St. Matthew's School, Kalispell, Mon-

Mary-Frances Hoyt, Elgin High School, Elgin, Iowa Bonnie Hudspeth, Leverett's Chapel High School,

Overton, Texas Katie May Ivey, New Albany High School, New Albany, Mississippi

Mrs. Elsie Johnson, American Business College, Wichita, Kansas

Mrs. J. T. Jones, Mersey Business College, Milton, Queens County, Nova Scotia, Canada

Orpha Kenney, Wilkesville High School, Wilkesville. Ohio

Lydia E. Koch, Tremont Community High School, Tremont, Illinois

Martha Kosanke, Davis Technical High School, Grand Rapids, Michigan

Aurelia I. Leigh, South Norfolk High School, Norfolk. Virginia

M. Ethel Lyons, Hubbard High School, Hubbard, Ohio Clara L. McIntire, Agawam High School, Agawam, Massachusetts

Hester J. McKee, Lebanon High School, Lebanon, Kansas

Irene McKinney, Senior High School, Johnston, Pennsylvania

Gladys E. Miller, Manual Training High School, Peoria, Illinois Mrs. Gladys B. Nichols, Greenfield High School,

Greenfield, Massachusetts Marguerite Oliver, West Valley High School, Spokane,

Washington Ethel B. Olsen, Cass Street Evening Vocational School,

Milwaukee, Wisconsin Jennie N. Pingrey, High School, Lewis, Iowa

Sadie Hall Pyke, Eugene, Oregon

Margaret Rydberg, Plainfield High School, Plainfield. Wisconsin

Elcey Sawyer, Warren, Maine

Grace Schade, Allison-James School, Santa Fe, New Mexico

Grace L. Sherman, Santa Cruz High School, Santa Cruz, California

Sister M. Clarinda, St. Agnes' High School, Los Angeles, California

Sister M. Vincent dePaul, O.S.F., Our Lady of the Angels High School, St. Bernard, Ohio

Sister M. John LaSalle, O.S.F., Our Lady of the Angels High School, St. Bernard, Ohio

Sister M. Mercedes, Loretto College, El Paso, Texas Sister Joseph Pauline, St. Patrick High School, Stoneham, Massachusetts

Sister Saint Philippe, C.N.D., M. N. D. Ladies Business College, Sherbrooke, Quebec, Canada

Sister M. Salesia, S.S.N.D., St. Peter's Commercial High School, Newark, New Jersey

Flora M. Stearns, Springfield High School, Springfield. Vermont

Evlyn Thompson, Guernsey High School, Guernsey. Wyoming Maria Sue Thompson, Technical and Vocational School.

Chattanooga, Tennessee

Frank H. Tuttle, Cape May High School, Cape May, New Jersey

Program of the Thirty-Seventh Annual Convention of the Eastern Commercial Teachers Association

Hotel Statler, Boston, March 28, 29, 30, 31

Officers

President: John F. Robinson, Burdett College, Boston.

Vice President: Mrs. Frances Doub North, Western High School, Baltimore, Maryland. Secretary: Harry I. Good, Director of Commercial Education, Buffalo, New York.

Treasurer: Arnold M. Lloyd, Principal, Banks College, Philadelphia.

Executive Committee: Harry I. Good; W. E. Douglas, Goldey College, Wilmington, Delaware; Walter E. Leidner, Department of Business Technique, High School of Commerce, Boston; Nathaniel Altholz, Director of Commercial Education, Board of Education, New York; P. J. Harman, Strayer College, Washington, D. C.; D. D. Lessenberry, Head, Department of Commercial Education, University of Pittsburgh; Alexander S. Massell, Principal, Central School of Business and Arts, New York. Editor Yearbook: Catherine F. Nulty, University of Vermont, Burlington, Vermont.

Theme: "Business Education in a Changing Economic and Social Order."

Wednesday, March 28

2:00 p.m. Arrangement of Exhibits. 7:30 p.m. Meeting of the Executive Board.

Thursday, March 20

Registration

Sight-seeing Tea

7:30 p.m.-1:00 a.m.

General Assembly-Semiformal.

Welcome and Announcements, by George L. Hoffacker, Chairman, Hospitality Committee.

Response and President's Address, by John F.

Robinson, Burdett College, Boston.

Address: "Recent Social and Economic Changes in Their Relation to Education," by Dr. Payson Smith, Massachusetts Commissioner of Education.

ddress: "Present-Day Economic Conditions and Their Relation to Business Education," by W. H. Address: Leffingwell, President, W. H. Leffingwell, Inc., management specialists, New York.

Address: "An Analysis of the Present-Day Status of Business Education," Professor Frederick G. Nichols, Harvard Graduate School of Business Education.

Dancing-Imperial Ballroom.

Friday, March 30

Topic: "How Shall We Enrich the Course of Instruction in Business Education?"

9:30 a.m.

General Assembly:

Address: "Social Responsibilities of Business Educators in the Classroom," by H. G. Shields, Assistant Dean, School of Business, University of Chicago.

SECTIONAL MEETINGS

Topic: "How to Develop Social and Economic Understandings, Attitudes, and Ideals in the Classroom."

SECRETARIAL SECTION

Arranged by: Vice President Frances Doub North, Western High School, Baltimore, Maryland.

10:15-12:00 a.m.

Chairman: Orton E. Beach, Morse Business College, Hartford, Connecticut.

Speakers:

Shorthand, John V. Walsh, Morris High School, New York City.

Typewriting, Helen Reynolds, School of Commerce,

Ohio University, Athens, Ohio. Business English, Dr. Robert R. Aurner, University

of Wisconsin, Madison,

Secretarial Practice, Charles W. Hamilton, Principal, Alexander Hamilton Junior High School, Elizabeth, New Jersey.

2:00-4:00 p.m.

Chairman: John Fiedler, Bushwick High School, Brooklyn, New York.

Speakers:

Shorthand, Meyer E. Zinman, Abraham Lincoln High School, Brooklyn, New York.

Typewriting, K. Olive Bracher, Gregg College, Chi-

Business English, Katherine W. Ross, Boston Clerical School, Boston.

Secretarial Practice, Peter L. Agnew, New York University.

MERCHANDISING SECTION

In charge of: Past-President Alexander S. Massell, Central School of Business and Arts, Principal. New York.

Chairman: Alexander Kaylin, Central School of Business and Arts, New York.

10:15-12:00 a.m.

Speakers:

Salesmanship, Gladys MacDonald, Commercial High School, New Haven, Connecticut; Clarence A. Wesp, Northeast High School, Philadelphia; Helen E. Parker, High School of Commerce, Springfield, Massachusetts.

Advertising, Charles M. Edwards, Jr., New York University School of Retailing.

Marketing, Margaret E. Jacobson, West High School,

Rochester, New York. Retail Store Mathematics, E. O. Schaller, New York University School of Retailing.

2:00-4:00 p.m.

Speakers:

Salesmanship, Emmett O'Brien, Commercial High School, New Haven, Connecticut; Alice Falvey,







JOHN F. ROBINSON President

FRANCES DOUB NORTH Vice President

HARRY I. GOOD Secretary

ARNOLD M. LLOYD Treasurer

East Boston High School, East Boston, Massachusetts.

Advertising, John Griffin, Roxbury Memorial High School, Roxbury, Massachusetts.

Retail Store Mathematics, Irene M. Chambers, Simmons College, Boston.

Foreign Trade, Max Hartmann, Associate Professor of Economics, Boston University.

SOCIAL-ECONOMIC SECTION

Arranged by: Professor D. D. Lessenberry, University of Pittsburgh.

10:15-12:00 a.m.

Chairman: Mrs. Cora B. True, Bangor High School, Bangor, Maine.

Speakers: Commercial Law, George L. Chapman, Jamaica Plains High School, Boston.

Economics, Professor H. B. Kirshen, University of Maine, Orono, Maine.

Economic Geography, Professor G. M. York, State Teachers College, Albany, New York. Junior Business Training, Kenneth B. Haas, High

School, Kearney, New Jersey. Business Organization and Management, Professor

2:00-4:00 p.m.

Roy Davis, Boston University.

Chairman: Dr. Elmer E. Spanabel, Vocational Coun-selor, Fifth Avenue High School, Pittsburgh, Pennsylvania.

Speakers: Commercial Law, Helena V. O'Brien, Simmons College, Boston.

Economic Geography, William L. Anderson, Head, Commercial Department, Dorchester High School for Girls, Boston. Economics, David E. Barker, Bangor High School,

Bangor, Maine.

Junior Business Training, Dr. Herbert A. Tonne, Assistant Professor of Education, New York University.

Business Organization and Management, Louis A. Rice, State Department of Public Instruction, Trenton, New Jersey.

BOOKKEEPING AND ACCOUNTING SECTION

Arranged by: Dr. Nathaniel Altholz, Director of Commercial Education, Board of Education, New York.

10:15-12:00 a.m.

Chairman: Dean Joseph C. Myer, St. John's University, Brooklyn, New York. Speakers:

Bookkeeping, Paul Carlson, State Teachers College, Whitewater, Wisconsin.

Accounting, Professor Thomas Sanders, Harvard Graduate School of Business. Commercial Arithmetic, Bessie Norris, Batavia High

2:00-4:00 p.m.

School, Batavia, New York.

Chairman: John W. Archibald, President, Salem Commercial School, Salem, Massachusetts.

Bookkeeping, Irving Raskin, Seward Park High School, New York,

Accounting, Professor George E. Brett, College of the City of New York.

Commercial Arithmetic, Charles A. Speer, Bay Path Institute, Springfield, Massachusetts.

CLERICAL PRACTICE SECTION

Arranged by: W. E. Douglas, President, Goldey College, Wilmington, Delaware.

10:15-12:00 a.m.

Chairman: Rufus Stickney, Boston Clerical School, Boston. Speakers:

Office Machines, I. W. Cohen, High School of Commerce, New York.

Filing, Miss Ethel Rollinson, Columbia University. Machine Calculation, R. S. Rowland, State Teachers

College, Indiana, Pennsylvania.
Business Writing, Miss Helen J. Gilmore, Boston
Clerical School, Boston.

2:00-4:00 p.m.

Chairman: John V. Walsh, Morris High School, New York.

Speakers: Office Machines, John J. W. Neuner, College of the City of New York.

Filing, Mrs. Ednah N. Cranna, Carnegie Institute of Technology, Pittsburgh.

Machine Calculation, Miss Edna Burwald, Hutchinson High School, Buffalo, New York,
Business Writing, Raymond C. Goodfellow, Director

of Commercial Education, Newark, New Jersey.

Saturday, March 31

9:00 a.m. Business Meeting.

SECTIONAL MEETINGS

Committee: Professor Atlee L. Percy, Boston University, Chairman; Reverend Richard J. Quinlan, Diocesan Supervisor of Schools, Boston; H. E. Cowan, President, New England High School Commercial Teachers Association, Dedham, Massachusetts; Louis J. Fish, Supervisor, Commercial Education, Boston; John W. Archibald, President, New England Business Schools Association, Salem, Massachusetts.

Topic: "Everyday Problems of the Classroom Teacher."

9:45 a.m.

OFFICE MACHINE PRACTICE SECTION

Chairman: Miss Margaret Roughsedge, Medford High School, Medford, Massachusetts. Speakers:

What Office Machines to Teach and Why?" Mary

Ward, Boston Calculating School.
"Methods Employed in the Distribution of Work Done in Commercial Departments for Other Departments of the School," Miss Mildred Taft,

partments of the School, Miss Mildred 1att, Quincy High School, Quincy, Massachusetts.
"Classroom Standards of Achievement in the Use of Office Machines," Miss Olive Brackett, Weymouth High School, Weymouth, Massachusetts.
"Standards Demanded by Business in the Use of Office Machines," Miss Marion Driscoll, Franklin

Savings Bank, Boston.

"Is the Office Machine Course Being Overemphasized?" David Hamblin, Newton, Massachusetts.

BOOKKEEPING AND GENERAL BUSINESS SECTION

Chairman: Edward P. Jennison, Becker School, Worcester, Massachusetts. Speakers:

"How to Secure Individual Work from Students in Bookkeeping Sets and Other Assignments," Leon W. Pulsifer, Burdett College, Boston.

"To What Extent Can Students in High School Be Taught to Interpret Records and Accounts?" Thomas J. Milne, Upper Darby Township High School, Upper Darby, Pennsylvania.

"The Place of the Work Sheet in Bookkeeping In-struction," Maurice A. Toomey, English High

School, Lynn, Massachusetts.

"What to Do with the Low I. Q.'s," William Polishhook, Dedham High School, Dedham, Massachusetts.

"Increasing the Effectiveness of the Commercial Classes in Evening School," Lloyd H. Jacobs, High School, Morristown, New Jersey.

SECRETARIAL SECTION

Chairman: Dr. Edward H. Eldridge, Head of Secretarial Department, Simmons College, Boston.

Speakers:

'How Can the Beginning Shorthand Teacher Raise the Present Speed Standards Twenty Words a Minute?" Orton E. Beach, Morse College, Hartford, Connecticut.

"The Development of a Legal Vocabulary and Legal Forms," Mrs. M. Frances Brady, St. Thomas

School, Jamaica Plain, Boston.

"How the Dictating Machine Functions in Learning to Typewrite," Miss Genevieve Hayes, Julia Richmond High School, New York.

"Effective Correlation of Dictation and Transcription," Mrs. Blanche Stickney, Bryant & Stratton

College, Providence.

"Prognostic Tests to Determine Class Grouping in Shorthand and Typewriting," Miss Mildred Hood, Newton High School, Newton.

SALESMANSHIP AND ADVERTISING SECTION

Chairman: Edward J. Rowse, Commercial Coordinator, Boston Public Schools.

Speakers:

"School Projects That May Be Used to Develop Salesmanship," Miss Clara W. Hill, Brighton High School, Boston. "Advertising Problems That May Be Reasonably Assigned to High School Pupils," A. W. Bren-

ninger, Brenninger Institute of Advertising Art, Boston.

"Organizing Salesmanship and Advertising Instruc-tion in the Small City High School," Russell

Albro, Quincy High School, Quincy, Massachusetts.
"Cooperation with the Stores from the Viewpoint of the Retailer," Daniel Bloomfield, Secretary, Retail Board of Trade, Boston.

"The Pupil's Actual Experience in the Selling Field as the Basis for Classroom Instruction in the School," Miss Ellen L. Osgood, Julia Richmond High School, New York.

SOCIAL-ECONOMIC SECTION

Chairman: Dr. Frank E. Lakey, Dorchester High School for Boys, Boston.

"What and How to Teach in Economics Today," William J. Pendergast, Dorchester High School for Boys, Boston.

"What to Teach in Commercial Law," Miss Bessie N. Paige, Portia Law School, Boston.

"Important Aspects of Commercial Geography in the High School," Douglas C. Ridgely, Clark University, Worcester, Massachusetts.

"An Effective Method of Presenting Junior Business Training," William A. Mahaney, Dorchester High School for Boys, Boston.

"The Changing Emphasis in Elementary Business Training," Miss Grace L. Eyrick, Boston Clerical School.

PENMANSHIP SECTION

Chairman: Mr. Ralph E. Rowe, Supervisor of Penmanship, Portland, Maine. Speakers:

Why Do Some Present-Day Students Show So Little Interest in Penmanship?" C. E. Doner, State Teachers College, Framingham, Massachu-

"What Can We Do to Improve the Applied Penmanship of Our Students?" E. E. Kent, Auburn Business College, Auburn, New York.
"Should Penmanship Be Taught As a

Study in the Commercial Course of the High School?" Andrew W. S. Turner, Bryant and Stratton Commercial School, Boston.

"What Cooperation Should Be Required from All Teachers in Order to Maintain Penmanship Standards?" Miss Bertha A. Connor, Director of Penmanship, Boston.

Note: Be sure to visit the Penmanship Exhibit. It will be well worth your while.

GENERAL ASSEMBLY

11:30 a.m.-12:15 p.m.

Address: "The Test of the Long Road," Dr. Clarence A. Barbour, President, Brown University, Providence.

1:00 p.m.-5:00 p.m.

Good-Fellowship Dinner and Entertainment. Awarding of the Association's Honor Medal to Dr. Edward J. McNamara.

Office Supplies and Equipment News

By ARCHIBALD ALAN BOWLE

News gathered from the office supplies and equipment marts of the world, to keep you in touch with new office appliances, systems, and procedures. Descriptive brochures and circulars will be sent you on request. Use the coupon.

15. A handy typewriter stand and stool are being manufactured by the Searles Electric Welding Works, Chicago. Both are light, strong, and electrically welded, with tops of



Typewriter Stand and Stool

beautiful walnut finish. The table has a drop leaf, which, when raised, makes a surface 28 by 36 inches. The frames are of black enamel with large rubber feet to hold them in position. To schools, the cost of the stand and the stool, which has a back rest affixed, is \$6.30, less a liberal discount.

16. Over 7,000 teachers have availed themselves of the G-E Interval Timer. This "alarm" clock can be set to inform you, with its melodious ring, when 2 to 120 minutes are up. Somebody has facetiously suggested that now the teacher can doze complacently! Price to schools, \$5.25.

When Norman Bel Geddes gives a product his artistic blessing, it's a cinch that a sale is at least half made; and if the gadget is halfway satisfactory, the sale is complete! Thus the Bates Telephone Index hits a high mark in the office and finds a ready market in the school and home. Made by the Bates Manufacturing Company, New York City, in colorful Plaskon, and lustrous Bakelite.

18. The telephone company now provides Conference Telephone Service, by which business associates may talk things over in the same or different cities or offices. You can talk from your telephone to as many as three

other phones on your switchboard and to as many as nine other phones anywhere through the conference operator. A loud-speaker permits others to hear what all parties have to say. Small installation charge and a low monthly rental.

19. Do you have the proper lighting facilities for your classroom? The Sight Meter will tell you, and "Good Eyes for Life" will explain the details. The instrument provides a simple and positive way to measure light, and shows the minimum light required for any one purpose. Of vital concern for the preservation of the students' eyesight, and your own. Price to schools, \$19.50.

20. Krimpit is an innovation in an important office detail. It fastens together quickly and securely two or more pieces of paper, by a method that the name of the gadget implies—it "krimps it." The Seiders-Mather Corporation, Chicago, are the manufacturers of this helpful device. The list price is \$5.95.



THE KRIMPKIT FASTENER

A. A. Bowle, 270 Madison Avenue, New York, New York. (March, 1934)

Please send me, without obligation, further information about the products circled below.

15 16 17 18 19 2

Name

Address

Idea Exchange

Edited by HARRIET P. BANKER

To encourage the exchange of helpful ideas, a two-year subscription to the Business Education World will be awarded to each teacher whose contribution is accepted by the editor. Contributions should be short, and preferably illustrated.

DEAR MISS BANKER:

I am enclosing an item for your Idea Exchange Department. I certainly make use of this department and find it very helpful. At the present time I am using the Speed-Error Chart described in the December number and the Transcription Pay Roll described in the January number. I find both these devices helpful in arousing increased effort and enthusiasm.

Yours truly,

BESSIE E. CRAMER.

Thank you, Miss Cramer!

A Spell-Down Contest

In reviewing brief forms and such words as those in Chapters X to XII in the Manual, I have found that a spell-down contest keeps the students noticeably alert.

According to our plan, I, as teacher, dictate the words and act as final judge. The words are dictated in sequence and spelled orally by the opposing teams, each member of which responds alternately. If a misspelled word is not detected, the dictation proceeds without any indication of error until, in place of the word dictated, the one previously misspelled is spelled correctly by the student whose turn it is. All those who failed to correct the error fall out of line and during the remainder of the contest write in their notebooks each word as it is dictated.

To carry out the idea of spelling down, the teacher should refrain from signifying in any way when an error is made; the pupils, likewise, must give no indication out of turn of a mistake.—Della A. Young, Montana State College, Boseman, Montana.

Six Shorthand Projects

To arouse the interest of the students in my 11B shorthand class, I have made the following several assignments at intervals during the course, each assignment having a definite due date:

1. The writing in shorthand of a short play, using only the principles covered up to the time the assignment was made. A typewritten transcript of the play was required with this project.

2. A picture composed entirely of short-hand outlines.

3. A short story in shorthand, artistically arranged on one side of a sheet of composition paper, with the typewritten transcript on the reverse side.

4. Brief-form charts—one for the first half and another for the second half of the chapters of the Manual in which the brief forms are presented.

5. The making of attractive original covers to be used in assembling the projects.

6. The typing of a suitable title page and the preparation of an index.

As the assignments are submitted, they are checked for errors in shorthand, typing, and grammar, and then returned to the students for recopying. The completed books aroused considerable interest and curiosity on the part of the students in other departments.—Thelma R. Frazee, Lyndhurst High School, Lyndhurst, New Jersey.

File for Choice Dictation

Many of us who are teaching a course in second-year shorthand find some change from routine dictation and transcription necessary in order to stimulate the students' interest and to foster their originality.

One device I have used with success is an ordinary manila folder, which we call a "Stenography File." Each student designs the cover for his own folder. At the discretion of the teacher, the folders may be subdivided into compartments to fit the special needs of the class. The pupils place in their folders anything that particularly interests them or that they think would be of general interest to the class.

A bit of poetry, a short essay, either of which may be original or selected; a particularly apropos quotation; newspaper clippings relating to stenography or general business; advertisements of office appliances, accompanied by pictures and explanations. These are just a few of the many items that the students are encouraged to collect, but they will serve to show the possibilities for expanding the idea.

Some rule for indexing and filing should be followed in order to make the material readily available. This provides practice in a real situation that is always much more effective than a project merely for the sake of indexing and filing.

I have found the plan helpful to both teacher and pupils, for through it we see the broader possibilities and the individual interests of each student; they, with our assistance and encouragement, are given an opportunity to develop initiative and personality, which, more and more, we are coming to realize play an important part in securing and holding a job.—Estelle Ruth, Wakefield High School, Wakefield, Michigan.

Ribbon Economy

Faced with a necessity for economy in typewriter ribbons, I have found the following expedient satisfactory:

When a ribbon begins to fade, wind it all onto one spool, remove the spool from the machine and tie a string or wind an elastic band around it, to keep the ribbon tightly wound. Drop a few drops of olive oil-most ribbons will absorb six or eight drops-through the framework of the spool so that they will fall on the exposed edges of the ribbon. Lay the ribbon aside for forty-eight hours to give the oil a chance to saturate thoroughly the fabric of the ribbon. Thus treated, ribbons will give surprisingly good service for a long time. They may be treated a second or even a third time, if the work required of them is not of too particular a nature.-W. J. G. Scott, Scott Business College, Saskatoon, Saskatchewan.

Penmanship Record

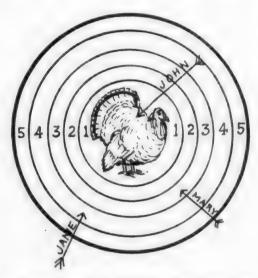
I have a plan for showing improvement in shorthand penmanship during the first year that has created a great deal of enthusiasm in the shorthand classes and a great deal of interest at the annual exhibits.

I save a specimen of each student's home work for the first month, September. Three months later, in December, I set aside another specimen. Both specimens of each student's work are posted on a sheet of paper for display, along with the Gregg Shorthand Penmanship Scale. Thus each student can see his own improvement and at the same time can grade his penmanship according to the scale. Another specimen is added to the display in March and another in June, so that the students have a complete picture of their improvement for the entire year.—Tillie Neft, Redondo Union High School, Redondo Beach, California.

A Turkey Shoot

The following plan has been found useful for stimulating interest in our typing classes:

As the Thanksgiving holidays approached, the minds of the students were naturally focused on the traditional features of the occasion, especially the turkey shoot, a local sport in which a number of the boys had actually taken part. A competitive game, introducing the turkey shoot, was devised after the following manner:



A target made of either heavy cardboard or bulletin board material, using a turkey for a bull's-eye, was placed at the front of the classroom. The contest was conducted over a period of three weeks, the score of every student in the class being taken each day. Three 5-minute tests were given each week, though 10-minute tests may be given at the discretion of the teacher. Students making five or less errors hit the target and were placed in their respective places on the chart.

Red arrows, about 4 inches long, made of construction paper, with the students' names printed on them in white ink, were used to designate the position on the target of those ranging between 5 and 0 errors. One error placed the contestant in the first zone just outside the bull's-eye; two errors in the second zone, etc. If a student submitted a perfect piece of work, his arrow was inserted in the turkey. Thumb tacks were used to insert the arrows in the chart. At the end of the three weeks, the scores were totaled and the number of perfect papers recorded, and the prize awarded to the student having the highest net average.

The plan resulted in a noticeable decrease in errors and a corresponding increase in speed.

—Alice Mae Russell, Chelan High School, Chelan, Washington.

Report of the Thirty-Sixth Annual Convention of the National Commercial Teachers Federation

The Netherland Plaza Hotel, Cincinnati, Ohio, December 27-29

(Continued from the February Issue)

Department and Round Table Meetings

THE department and round table programs of the Federation were carried out as announced in the December issue of this magazine (page 195). The general theme of the convention, "Planning for the Future in Education for Business," was given specific and detailed consideration in its relation to each of the major subjects of the commercial education curriculum.

The topics discussed and the names of the individual speakers will be found in the B. E. W. subject index of Commercial Education Associations (January, page 246; February, page 326).

A brief summary of the salient points brought out by the various speakers follows:

PUBLIC SCHOOLS DEPARTMENT

President: J. O. Malott, Federal Emergency Administration Board, Chicago

JOHN O. MALOTT. If business education were taught to all children, every home eventually would be able to handle its own business problems effectively. People would be able to vote intelligently on economic issues in municipal, state, and national elections if the country could be made "bookkeeping-minded" and we learned to think in terms of income expenditure.

It is as important to have a nation in which, the financial affairs of individuals are conducted on a sound basis as it is to have business institutions within the nation operate on a wise financial plan.

HAROLD H. SMITH. Vocational efficiency is the keystone to the structure of a happy, worth-while life. To those who lack it or an opportunity to utilize it, vocational efficiency is the lost or mislaid key to life itself.

Whatever the administrative set-up, there is need for active participation by teachers in all guidance activities, and for the indi-



W. O. YODER
President, Public Schools Department, 1934

vidual responsibility of the classroom teacher for studying each student and cooperating with other teachers in helping him solve his vocational problem.

Records of the right kind, delineating the personal characteristics as well as the academic accomplishments of each student, should be made and kept permanently by the school.

R. F. Webb. Practically all that can be done in guidance, even by specialists who have the results of tests and other facts at their command, it seems, is to learn as much as possible about different vocations, professions, life activities, requirements, needs for recruits, and possibilities, and then to advise pupils, taking into consideration their powers, traits, personalities, interests, and application. The final choice of curriculum, except for pupils clearly unfit, must be largely left with the pupils and their parents. This is as it should be.

CHARLES G. REIGNER. I would rather sacrifice something in the direction of techniques to get right attitudes. Most of us have to live with our work and with other people. The things that represent his personality are the things the expert vocational counselor stresses over and above techniques and school marks.

In a recent analysis of a large number of letters that had to be rewritten because of transcription errors, it was found that 89 per cent of the errors were of a type that may be called English errors. This would lead one to believe that teachers of transcription may be stressing techniques and neglecting that important phase of transcription—knowledge of English.

PAUL A. CARLSON. Not so long ago, guidance in bookkeeping was concerned with "drop-outs" from high school and employment for them. The economic conditions in the United States are stamping out child labor, and all the evidence seems to point to the conclusion that America will endeavor to keep all boys and girls in school until they are at least eighteen, possibly twenty, years old. This calls for a new type of guidance and a different attitude on the part of teachers towards students in their classes.

It seems to me that all the evidence points to the conclusion that we must declare an indefinite moratorium on the idea that there are too many boys and girls going to high school. It appears to be inevitable that our government must provide for supervised and controlled activities of the masses during those many hours of their lives when they are not profitably employed—you may call these controlled activities "going to school" or anything you will.

I should like to make a plea for an indefinite moratorium for that kind of vocational guidance that attempts to tell each high school boy and each high school girl very definitely, as he or she begins his or her high school career, the particular vocation for which he or she should train. We must recognize that we are living in rapidly changing times, and no guidance expert should be cocksure about his ability as a fortune teller.

With the changed philosophy of guidance, we must have a new deal in the objectives and the methods of bookkeeping instruction on the high school level.

Here and there throughout the United States we are coming to believe that one-

fourth of each student's time in high school is not too much time to devote to a social-business education that will include education in general business, typewriting, and book-keeping. It is my conviction that in progressive high schools the first year of book-keeping instruction will be planned for personal use, family service, community service, and the realization that a civilized world cannot get along without records.

The new first-year course in bookkeeping will offer that kind of instruction in bookkeeping that is useful to everybody. The first year of bookkeeping will serve, then, as an exploratory course and as a guidance course in assisting each student to determine his own interests and his own aptitudes for vocational training in bookkeeping and accounting; but in the meantime, he will receive a socialized education in bookkeeping and business procedure that every citizen ought to have.

HERBERT A. TONNE. Some bookkeeping is worth while for everyone to know—a sort of bookkeeping that we may call "interpretative bookkeeping" or "interpretative record keeping." The course could be given probably in the tenth year.

ALBERT E. BULLOCK. The general objective of all guidance is to assist the individual to make his choices intelligently. The guidance program is a very broad one, and contains such aspects as vocational guidance; course, curriculum, and school guidance; leisure-time, avocational, or cultural guidance; social, civic, and moral guidance; health guidance; and leadership guidance.

Every teacher should participate in this broad guidance program either through his class work, his extracurricular activities, or his personal contact with his pupils. The teacher of social-business subjects, however, can make his greatest contribution in the social guidance and vocational guidance fields.

In the social-business subjects, man's dealings with man are studied. This gives the teacher of these subjects a unique opportunity to aid in the field of social, civic, and moral guidance. In the field of vocational guidance, he will not set himself up as a specialist in the sense that he will administer intelligence or aptitude tests. His aid will lie rather in the direction of giving the children a background or body of information with which they can make intelligent life choices.

LLOYD L. JONES. Educational, social, and economic guidance are of little avail unless there is large opportunity for vocational guidance in the social-business subjects. I am not thinking now of the formal courses in occupations, occupational civics, or vocational civics.

The social-business subjects (general business information, economics, law, salesmanship, and commercial geography) offer many opportunities for the pupils to inform themselves regarding the business community of which they are already a part.

Inasmuch as business wants employees who have a broad background of business information as well as technical knowledge of specific vocational commercial subjects, it is sound educational procedure to bring to pupils the realization that the ability to do specific things about an office usually lands the job, because these things make the employee immediately valuable to the employer; but the general business information and the social-business subjects make it possible for the employee to see the larger implications of the job and to advance in rank and responsibility.

At the close of the Public Schools Department program, Dr. Gordon F. Cadisch summarized the principles of guidance in commercial education as they had been presented by the speakers.

L. GILBERT DAKE. It is particularly necessary for the teacher of subjects leading to a life career as secretary or as stenographer to strive by all means within his power to give out such instruction as will lead the students to guide themselves into the right field of work. Guidance cannot be successfully taught as a definite subject—it must be developed as a teacher-to-pupil relation. Guidance is a very personal matter. Too many teachers fail to realize their opportunity so to direct the training of pupils intrusted to their care as to keep them from becoming possible misfits.

PRIVATE SCHOOLS DEPARTMENT

President: Jay W. Miller, Goldey College, Wilmington, Delaware

W. S. SANFORD. Some practical plans for bringing in calls for graduates that I can heartily recommend are:

Mimeographed letters giving the descrip-

tion and qualifications of graduates. Send these letters third-class, enclosing return postcards, postage paid.

Calendars and blotters.

Attend meetings of various organizations, get acquainted with their members and solicit their patronage.

Teach each student the power of a fine personality. The stronger the character the greater the enthusiasm, and the higher the ideals the surer the success.

Get acquainted with the personnel directors of the firms in your community.

T. B. CAIN. The following illustrations show how we are trying to handle our financial problems:

The banks in our territory were not lending money last fall, and it was impossible to withdraw savings on short notice. In many cases, nevertheless, the banks were willing to transfer savings from another depositor's account to my own account at once. This transaction requires considerable diplomacy on the part of the salesman.

In another instance, a garage owner, employing the father of a capable young lad, offered to indorse the note of the father for tuition for the boy's attendance in our school. Our salesman knew of a place where the boy could earn board and room. He knew, also, that I would need some new tires. The transaction was made satisfactorily.

In yet another instance, our salesman learned the history of a young prospect and his family, and found out that the bank refused to make any kind of loan, regardless of the security. He drove the young boy and father fifty miles out into the country, where the crusty grandfather lived. The salesman returned with a check for \$220.

Never indorse a note for a prospect to make a loan to attend your school. Be willing to go halfway—to carry over at least a month on a slow-paying account.

E. O. FENTON. Good will is the *personality* of a business. It has to be earned by merit, by giving honest value. On the balance sheet of some companies, the value of good will is placed at millions of dollars.

The type of good will we are seeking for our schools today is best shown by the definition given by the United States Supreme Court: "Good will is the disposition of a pleased customer to return to the place where he has been well served."



W. S. SANFORD
President, Private Schools Department, 1934

If your school is to be an outstanding success, you must develop and hold the good will of your students and their parents, the good will of your graduates, the good will of the employers, the good will of the high school commercial teachers and high school superintendents, and the good will of the public in general.

Each year the proceeds from a charity basket-ball game go to the Community Chest. A benefit show at Christmas time enables us to give to the milk fund for poor children.

We send a picture of our student body to every office in the city each fall.

DEAN W. GEER. Although the ultimate purpose of advertising is to secure enrollments, other preliminary results must be accomplished; such as, to create standing, to convince prospects of the advantages of business as a vocation, to show the prospect the need for training to succeed in business, to convince the prospect that your school is the place to get this training, to secure on inquiry by mail or by telephone, to get the prospect to visit your school, and to secure a signed enrollment application through follow-up advertising.

The average amount of the tuition dollar spent for advertising (not including selling expense) is 10 per cent. Set aside 10 per

cent of your gross income for advertising. Apportion your appropriation as follows: direct mail, 51 per cent; newspapers, 25 per cent; other advertising media, such as high school papers, radio, billboards, car cards and novelties, 24 per cent.

SHORTHAND AND TYPING ROUND TABLE

Chairman: Miss Minnie A. Vavra, Cleveland High School, St. Louis, Missouri

I. J. Berni. Performance standards of the Procter & Gamble Company in terms of cyclometer stroke counts and words a minute are as follows:

Beginning stenographers are required to average 80 words a minute on certain dictated passages. The average for beginners is around 90 words a minute, and exceptional beginners average 100 words a minute.

Typists are expected to copy a full-page letter at an average of 30 words a minute, to be employable; the highest 10 per cent of those employed type at about 45 words a minute.

Accuracy standards are not related to the speed figures and vary according to the demands of the individual positions. All positions are divided into ten ranks according to their accuracy requirements, and it is simple to assign applicants to work that they can do satisfactorily.

Supplementing these technical tests and the interview test are trade tests, generally "work samples." Spelling, grammar, ability to check errors and to pay attention to details, mental efficiency, and observational capacity are also tested.

After employment, a definite check is kept on production by means of the cyclometer counter, and the wage is based on the standards of performance that have been determined separately for each type of job. Ability over and above this basic measure brings increased wages in accord with a published scale. One of our best operators has been making better than 1,400 points, that is, 14,000 strokes, an hour day in and day out, including therein the necessary accompanying operations, such as making up carbon copies, inserting paper into the machine, assembling work, and similar operations.

WILLIAM C. MAXWELL. Mr. Maxwell gave a comprehensive report of the commercial contest he conducted at the Century of Progress Exposition at Chicago last summer. (See September, 1933, issue, page 27.)

Mr. Maxwell stressed the fact that the purpose of these contests is to establish in the minds of students and teachers alike the need for accuracy of performance on practical work done at a marketable rate. He announced that a similar contest would be held in Chicago this summer (see page 381).

MRS. ETHEL WOOD: Mrs. Wood showed a new motion picture film for use in teaching beginners how to typewrite. The film was prepared by Miss Eleanor Skimin, Mrs. Verlie E. Nolan, and Mrs. Wood under the direction of Dr. Gordon F. Cadisch, at the State College of Washington last summer.

Mrs. Wood reported on a limited number of comparative results of typing classes, some of which had used and some of which had not used the motion picture in their first semester of typing. All those taught with the aid of the film (shown once in three weeks) made gains over the non-motion picture students. Some of the gains noted in means and medians were remarkable, particularly so when the motion picture had been shown a day or so prior to the taking of a copying test. Although her conclusions were admittedly tentative, she felt that those who had developed the film had been well repaid for their efforts.

Note. The November, 1933, issue of this magazine contains a detailed description of this film under the title, "Visual Instructions for Beginning Typists," by Eleanor Skimin and Ethel H. Wood, page 123.—Ed.

HAROLD H. SMITH. Citing past experience regarding the difficulty of securing the general adoption of improvements in teaching typing, Mr. Smith discussed the various "methods" and teaching devices, showing how each has merit as well as limitations. He called attention to our need for knowing more than we do about our technique and learning objectives, and showed how, by better measuring and recording, we might achieve this knowledge. Mention was also made of the possible contribution of motion pictures and other fact-recording devices.

He quoted from the conclusions of timeand motion-study engineers to show how their findings might clarify typing teaching prac-

tice, and in many respects redirect it. The primary lessons thus learned are:

1. Individual practice, rather than unison drill, must be the principal method of acquiring typing skill.

2. "The best learning process consists of producing right motions at the standard speed in accordance with the laws of habit formation." (Gilbreth)

3. The practice of producing "perfect copies" or of setting rigid standards of form, neatness, accuracy, or rhythm forces the student to formalize his efforts, and should be tremendously curtailed, assigned its proper place, or dropped entirely. The student must be taught right aims in all practice, how to practice, and helped individually by the teacher to see that he practices intelligently and resultfully.

4. The best teaching method is "demonstration" by the teacher or by an apt student.

Continuous measurement of progress and recording of results are essential to rapid progress.

A short film illustrating the possibilities of studying basic typing and shorthand writing technique by means of motion pictures was shown by Mr. Smith. This film, prepared in the Research Department of the Gregg Publishing Company, was shown by request. It showed how the world's champion typist, George Hossfield, performed certain fingering operations, returned the carriage, etc. It also showed the writing position of Louis A. Leslie, and his method of manipulating the notebook and pen in writing shorthand at various rates of speed.

Mr. Smith explained some of the interesting technique discoveries that these films had made possible. Unlike the State College of Washington film, which is intended primarily as a teaching device, Mr. Smith's film is strictly a research device.

Note. Mr. Smith's paper will be published in full in a later issue of this magazine, under the title "Common Sense in Typewriting."—Ed.

MISS LOLA MACLEAN. Miss Maclean conducted as fine and varied a demonstration of shorthand writing as has ever been seen. Assisting her, were two of her former students, Miss Estelle Mason and Miss Florence Fletcher, both of whom are court stenographers and high-speed champions.

Miss Maclean called attention to the ease with which the writers performed every operation, including the turning of sheets and the gradual upward feeding of the sheets by the left hand while writing—to insure the main-

tenance of the best writing position and of uniform writing motion.

She demonstrated how the phonograph may be used to control rate and fluency from slow to rapid execution, asking the demonstrators to write in regular, double, and quadruple time. These preliminaries served as a warmup, and were followed by "takes" at 160, 175, and 200 words a minute (straight literary matter), at 240 words a minute on jury charge, and at 280 words on court testimony. A final short take of 300 words a minute completed the demonstration. The 200-word test was five minutes in length.

After emphasizing that "Gregg Shorthand has great latent possibilities yet to be developed," Miss Maclean asked Dr. Gregg, who was an interested spectator, to say a few words. He complimented the young ladies and their teacher highly.

R. G. COLE. Mr. Cole, speaking on the subject "Changes I Foresee in the Shorthand and Typewriting Classes of the Future," predicted that:

1. At least one semester of typing will be completed before starting the shorthand course, to permit earlier and longer training in transcription.

2. Better use will be made of the available text materials, including the new type of dictation course in "Gregg Speed Building."

3. The shorthand course will be shortened to not more than three semesters, permitting greater emphasis on and training in secretarial training. This plan will also aid school administrators through office practice activities.

4. The first semester of shorthand will be reorganized so as to enable students to acquire shorthand skill for personal use. An additional year will be offered mainly for the vocational group.

5. In typing, the first semester's work will be largely devoted to acquiring personal skill in the use of the typewriter, to be followed by one semester for the strictly vocational typist and by one or two semesters of training correlated with the stenographic and secretarial courses, consisting mainly of transcribing.

6. Typing will undoubtedly be projected downward into the elementary school. This will cause some adjustments to be made in the high school typing course.

7. Less unison work and more individual practice will be undertaken in the classroom.

8. Teachers will invent new ways of measuring students' progress, of recording that progress, and of teaching students to benefit therefrom.



R. G. COLE Chairman, Shorthand and Typing Round Table, 1934

MISS GERTRUDE C. FORD. After discussing briefly the history of the typewriter and of instruction in its operation, Miss Ford cited the trends in vocational typing as shown by census figures; the changes in the psychology of typewriting; the importance of motion study as it affects the specific and uniform nature of movements made; the development and application of the Gestalt theory to the typing of whole words and to other groups of operations.

She reviewed the recent studies in typing research as reported by Dr. E. G. Blackstone, and the revisions of various courses of study and state-wide surveys, particularly the California survey.

She also described the experiment in teaching typing over the radio, conducted recently at Madison, Wisconsin.

It has been decided that early errors are more or less accidental and do not deserve much attention, time, and effort. Later on, it seems necessary to try to discover their real cause and do remedial work.

MISS GRACE PHELAN. Through the courtesy of Dr. Ray J. Worley, of Duquesne University, Pittsburgh, Miss Grace Phelan gave an unscheduled talk and typing demonstration. Miss Phelan, a former contestant in the Inter-

national Amateur Championships, is now teaching typewriting and is one of Dr. Worley's protégés. Her modesty and skill in explaining and conducting her own demonstration made this surprise feature very instructive. She attributed her skill mainly to her greater interest in and sustained effort at typing practice.

BUSINESS ROUND TABLE

Chairman: Hiram Cobb, High School, Tomah, Wisconsin

JOSEPH J. GENTHNER. Education must reprogram and reorganize to meet the need of the changing age.

All education has long been overproduction-conscious—larger schools for larger classes and increased production; production-conscious. but ignoring utilization and need of their product. Result: a surplus of professionally trained men and women whom the market cannot utilize or absorb. A few figures and facts support this statement.

There are 156,440 licensed physicians in the United States—one for every 780 persons. Yet the medical schools continue professional production regardless of the need for their product.

There is one lawyer for every sixty families in New York City—9,700 lawyers are annually admitted to the Bar to replace about 3,700 who drop out for various reasons.

The biennial survey of education estimates that more than 3,000 graduates of New York City training schools qualified for positions and only one-third, or about 1,000, could be placed on the eligible list. Somewhere I recently read that there were enough qualified registered teachers in New York State to meet the needs for ten years to come.

Twelve per cent of American youth of college age, equal to 1,000,000 students, are enrolled in our colleges and universities. Add to this total the vast number the high schools will produce in the next four years, and you face a marketing problem challenging the best thought and efforts of our educators.

Is this great army of American youth to face the disappointment and disillusionment that their preceding classmates now face? You must answer to them and to business. Will education continue to be so deeply absorbed in credits, curricula, and completion of courses



HARLAN J. RANDALL Chairman, Business Round Table, 1934

leading to degrees and graduation that they lose sight of the purpose of education?

Business education must involve figures, facts, and factors, about which instructors must be informed, instructed, and inspired. Business instructors must be able to organize, analyze, and utilize actual business figures, facts, and factors in order to understand and know business. Since the ultimate purpose of education is to teach boys and girls to live as well as to work, the instructors must know business; they must live the business life. Their area of knowledge must extend beyond the classroom out into actual experience.

Education must make overalls as popular as tuxedos and substitute the rhythm of producing machines for the rhythm of jazz orchestras. Education has too long held to its "camel concept." Too long has the slogan, "Get an education," been allowed to go unchallenged and uncorrected.

ALBERT E. BULLOCK. Since that memorable month of October, 1929, every man, woman, and child in this country has been affected by changes in our economic and social order. When our distress has been analyzed, it will be found that we have not suffered so much from the lack of culture and lack of appreciation of the finer things of life, as from lack

of ability to manage our financial and economic affairs. The public today is demanding the kind of consumer education that will develop this type of ability.

Are we commercial teachers going to teach it, or shall we let others do it while we spend all our time training clerical workers for an already oversupplied market? Teaching material is available. The opportunity is here. What are we going to do about it?

B. FRANK KYKER. Business problems are not confined to one or two activities. This is an engineering age, and all traditions have been shattered. It is time now to reconstruct along educational lines as well as others.

In junior high school, there should be a compulsory course, foundational in character, fitting the pupil for life rather than a job. Every affair of the community affords unusual interest and leads definitely to all activities rather than to a few, thus increasing vastly the opportunities of the pupil.

COLLEGE INSTRUCTORS' ROUND TABLE

Chairman: P. O. Selby, State Teachers College, Kirksville, Missouri

During the morning session the topic, "The Need for National Guidance in Business Education," was discussed by Dr. Herbert A. Tonne. He said that the need for national leadership is great, that any plan for improvement must head up at Washington, that the dignity and importance of the field of commercial education must be heralded by someone close to our national government, and that there should be some national clearing house for information and encouragement.

"The Need of State Guidance in Business Education" was discussed by Earl W. Barnhart. Mr. Barnhart said that any plan for the improvement of commercial education must be met largely by the local communities, encouraged and directed by state directors of commercial education, but always directed towards the education of boys and girls in the communities where they now are and for useful lives there. Improvement must come from within each community, and not necessarily by having ideas and courses handed down from the top.

During the afternoon session, there was presented a symposium of practices and plans in



CLYDE BEIGHEY
Chairman, College Instructors' Round Table,
1934

various colleges for preparing teachers for general business information courses and consumer education courses.

As yet, there is little uniformity in the content or details of courses of this sort, but there was no doubt in the minds of those present that provision must be made for preparing teachers for these two subjects.

BUSINESS MACHINES ROUND TABLE

Chairman: Agnes E. Meehan, George Washington High School, Indianapolis, Indiana

ALBERT STERN. Mr. Stern described in detail the office practice course as set up in the High School of Commerce in New York City and in the College of the City of New York. In building the course, some of the following points were considered:

- 1. The matter of selecting equipment for a school is a serious problem because of the expense entailed.
- 2. Public school money should not be used primarily for the training of highly skilled operators of business machines as such. Schools do not have the business-machine experts to train highly skilled operators, and to offer such instruction would be too great an expenditure

for the number of students who should be so highly trained.

3. There is a question about how much information should be given. A smattering of unrelated business-machine training is worse than none at all, because it represents time and equipment wasted. Business machines should be taught in a natural relationship in a model office, each serving the function for which it is intended. The objective is not a highly developed skill, but a knowledge of the use of the machine. Such training can be accomplished only in a perfectly natural office situation.

4. Teaching individual operations without any relation to their function is like teaching manual training by having boys saw and nail boards without ever making anything. Business machines should be taught in an integrated course that combines all the previous commercial training into a finished whole. Thus, your students will be ready to go into the business world and fit into a position without weeks or months of training by the business man. Only those students who show a special aptitude for the operation of business machines should receive highly skilled training.

5. The model office should be equipped gradually, as are regular business offices, unless a complete fund for equipment is available at the beginning. The amount spent may seem startling to school officials, but it will probably be only a small fraction of the amounts spent for many of the scientific laboratories in our schools.

MISS WINIFRED G. WEST. The individuals interested in determining the importance of office appliances in education for business are:

1. The taxpayer, who usually wants to decrease the cost.

2. The educator, who is interested in giving the proper training and wants to know what it is.

3. The research worker, who recognizes the need for satisfactory answers to this question and wants to help.

The degree of importance of office appliances in education for business is in proportion to: the community's needs for trained operators and the use made of the equipment after it is installed in the school. Things to be considered when planning a course in the instruction on various appliances are:

1. What are the types of appliances for which the community needs trained operators?

2. What is the most economical and yet adequate program for teaching the satisfactory operation of these various appliances?

3. What pupils should receive instruction in the operation of these various appliances?



Agnes E. Meehan
Chairman, Business Machines Round Table,

These questions may be answered by the use of surveys conducted in your city.

A complete and careful survey may uncover unusual facts. For instance, in Indianapolis it was found, from such a survey, that more persons use adding and listing machines than any other office appliance, including the typewriter.

WILLIAM L. MOORE. Have we met changes in life with changes in our curricula? In my school, for instance, we have introduced only one really new course in the past few years. Curriculum construction always lags behind the need for reform. The lag varies from two years to forty years. This may be a good thing, since many educators feel it is better to continue present practices until they are sure that a change will not be wrong. There are some fundamental changes that seem pretty well established, and we must use these as a basis for our commercial education.

Individually, we can do but very little toward correcting faulty curricula, but we can stand by ready to lend our aid when the movement for betterment gets started.

The solution to "A Commercial Education to Meet Modern Needs" lies at the very door of your school. What do the offices, stores, and business houses of your city need? Needs vary according to the community. Visit these

institutions and find out what your problems are. Find out what machines are used, how many workers are employed, what personal qualities these workers must have, how old these workers must be. Then adapt your educational philosophy to these facts.

MISS N. MAE SAWYER. Records are kept of various features in our life beginning with our birth and continuing to our burial. A complex business world has greatly increased the use of records. Files have two purposes:

- 1. To store and preserve records.
- 2. To produce these records instantly when they are wanted.

Students should learn by doing, but practice work should be very carefully checked. Practice does not make perfect unless it is correct practice.

Filing systems must be carefully adapted to fit the individual needs of each particular business. For this reason, the file clerk should know all methods and systems.

Students should have not only practice in the various processes of storing and preserving records, but also in *finding* them.

When different books give varying rules, it is best to teach all the rules and tell the student why they vary.

When teaching the filing of correspondence, it is best to use full-sized letterheads (actual letters) rather than cards, because there are many features about letterheads, signatures, and information given in the body of the letter that complicate the process of indexing.

[A report of the Penmanship Round Table will appear in an early issue.—Ed.]

Publishers Warn Against Copying

THE Music Publishers Association of the United States has issued the following warning against unauthorized copying in any form of copyrighted material:

Copying by any process—by hand on paper or blackboard, by multigraphing, mimeographing, photostating, or any other method—of any part of a copyrighted work, no matter for what purpose or use (religious, educational, theatrical, or otherwise), without the permission of the copyright owner, is a serious offense against United States law, punishable with heavy fines beginning at \$100, plus minimum damages of \$250. The United States copyright laws are very strict in this particular, and many actions

are now being conducted against teachers, directors, and other offenders making unauthorized arrangements or copies.

A well-known book publishing firm points out that this warning is equally applicable to all copyrighted publications, including text-books, work books, and the like.—Journal of Education, January 15, 1934.

Business Education Calendar

March

- 3 New York City Gregg Shorthand Teachers Association, New York.
- 8-10 South Carolina Teachers Association.
- 9-10 Pennsylvania State Education Association, Northeast District, East Stroudsburg.
- 14-17 Pennsylvania State Education Association, Southeast District, Philadelphia.
 - 17 Arkansas Valley Commercial Teachers Club, Wichita, Kansas.
- 22-24 Alabama Education Association, Birmingham.
- 28-31 Ontario Education Association, Toronto.
- 28-31 Eastern Commercial Teachers Association, Boston.
- 29-31 Tennessee State Teachers Association. Nashville.

April

- 1- 7 Ohio Commercial Teachers Association, Columbus.
- 4- 6 Inland Empire Education Association. Spokane, Washington.
- 6- 7 Pennsylvania State Teachers Association, Southern District, Carlisle.
- 12-14 Georgia Education Association, Atlanta.
- 18-20 National Association of Penmanship Teachers and Supervisors, Indianapolis.
- 18-20 Mississippi State Education Association, Jackson.
- 18-22 Kentucky State Education Association, Louisville.
 - 21 Tri-State Commercial Education Association, Pittsburgh.
 - 21 Connecticut Business Educators' Association, Bridgeport.
- 26-28 Michigan Schoolmasters Club, Ann Arbor.
 - 28 Commercial Education Association of New York City and Vicinity, New York City.

A Business English Query

THE Western High School, Detroit, Michigan, is proud, and rightly so, of its business English course. Some time ago, Ivan Mitchell, head of the commercial department, wrote us concerning the advantages of a one-semester course: He also called to our attention the fact that Dr. J. H. Dodd, State Teachers College, Fredericksburg, Virginia, had found from an occupation survey which he had made of Virginia business firms that most of the firms believed business English to be the most needed subject in the high schools of Virginia.

Mr. Malott, asked to express his opinion regarding Mr. Mitchell's inquiry, wrote us as follows:

An Answer by John Malott

I have your letter regarding the relative merits of the one- and two-semester courses in business English for the eleventh and twelfth years. The question raised by you is primarily that of desired standards in business English for the graduates, and a question of the standards in composition and grammar required for the completion of the tenth and eleventh years in the regular English course.

The requirements in English for stenographers and for graduates in other commercial curricula in the secondary schools are higher than the requirements for ordinary social or other vocational purposes. For this reason, the first important consideration should be that of giving tests to commercial students who have completed the regular tenth- or eleventh-grade courses in English, to ascertain their standards of attainment. If they are unsatisfactory, the problem, then, is one for the principal, the superintendent, or the supervisor of English.

Self-Aids Method Best

The next most important problem is that of methods of instruction in English. The pupils have had approximately 17 years of hearing English spoken, 12 years of reading and writing it, and 10 years of English instruction. Just another year of traditional classroom instruction in this subject will not materially affect standards. Business English is a terminal, finishing, vocational course, and requires a different method of instruction. I would suggest, therefore, the self-aids method of instruction.

Much has been written regarding this topic recently. The essential feature is that through a test-teach-test program each pupil ascertains those items with which he has difficulty and devotes all his time to overcoming those diffi-

culties. He does not have to study any item simply because another person in the class had failed previously to master it.

Frankly, I believe the question raised in your letter is fundamentally not one of one versus two semesters of business English. It is, first, a question of grade and graduation standards; second, it is a question of effectiveness of instruction in a finishing, vocational type of course.

The Values of Shorthand

ISS GLADYS BIXBY, of the Lowell, Massachusetts, High School, has written a scholarly thesis on the values of shorthand. She divides the values of this subject into disciplinary, educational, and practical values. The disciplinary value of shorthand, she holds, lies in its development of the intellectual powers. The learning of shorthand closely resembles the learning of mathematics and a language.

One of the greatest educational values of shorthand results from its close affiliation with the English language. The study and constant practice of shorthand familiarizes the student with the intricacies of the language. It compels a study of grammar and rhetoric and is an invaluable aid in improving pronunciation.

The practical uses of shorthand, Miss Bixby states, are many and varied. She places at the head of the list its personal, everyday use. In the business world it is indispensable. Shorthand has been one of the major factors in the expansion of commerce through the medium of correspondence. It presents many opportunities for earning a livelihood. Many thousands use it as a stepping-stone to larger opportunities and as an emergency asset should other plans fail.

The turnover in the stenographic profession is probably greater than in any other of the recognized fields of employment, because so many young girls enter the profession. There is bound to be a constant defection from the ranks when they turn to matrimony.

Another factor lies in the opportunity that frequently leads to an enlarged field of endeavor but that at the same time depletes the stenographic ranks. There have been thousands in the past and there will be other thousands in the future who use the stenographic profession only as a stepping-stone to something greater. The most important factor in the situation is the absolute indispensability of the stenographer to modern business.

Speed-Building Dictation on Brief Forms

An Original Series of Prize-Winning Articles and Letters

Last December the GREGG NEWS LETTER announced a contest for connected matter containing all the brief forms in Gregg Shorthand in one article, or in one letter, or in a series of letters. Many teachers competed and several excellent contributions were received. The winning paper appears in the March issue of the GREGG NEWS LETTER.

Dictation material of this type is so scarce and so valuable to shorthand teachers, that the BUSINESS EDUCATION WORLD is publishing in monthly installments the papers of the other nine prize winners. Miss Gordon's article, published this month, won second place in the contest. It contains every one of the 420 brief forms. The first appearance of a brief form in the article is indicated by italics. The article is counted in groups of 20 standard words (28 syllables).

The Story of a Lasting Friendship

By JANE M. GORDON

High School, Sheridan, Wyoming

Mary is the name of my lifelong friend. We were girls together in a small country town, and went to the same public school. What pleasures and difficulties we experienced! We each determined to receive an education and prepare for, and excel in, some calling. Our future success was the subject of much consideration, and60 we referred again and again to the personal problems confronting us in carrying out our definite so aims. We two built many a big aircastle. We believed confidently in the advantage to be obtained, and 100 did not allow ourselves ever to complain. We had already sent for catalogues of various kinds, and inspected120 each copy. We were aware that every effort must be employed to enable us to follow our purpose through140 to the desired end.

One day Mary told me that they were forced to move across to a different state. This news 100 upset our entire little world, because this was a change we had not expected. We charged each other not to forget 100 and agreed to write regularly, and for several months letters came on each delivery of mail. Then our correspondence 100 stopped. Other matters took our immediate attention. It is a strange truth that such a thing can happen 200 between friends and is to be regretted very much.

Time went by. No communication had come from my old acquaintance. All addressed several letters to her, begging her to reply, but no answer came. The envelopes were always teturned with either "Gone" or "Not here" stamped upon them. I could collect no satisfactory proof nor knowledge of her probable whereabouts. All trace was completely cov-

ered. I inquired of many people and even advertised—still no reply. On Against my wishes, I was obliged to give up looking for her.

Meanwhile, I had become a newspaper woman, and so was happy in my work with its thousands of duties; nevertheless, throughout the years I never forgot my dear friend, nor gave up my belief that some day I should find her. I often wondered why she had ceased to correspond with me and what progress she had made.

Then one night I had occasion to be at the railway station on my way to a committee meeting of much importance, at which I was to represent our publishing company. Among other things there were a number of important papers to be delivered, and a special receipt was required. It pleased me that the officials thought me a thorough and altogether responsible person, and able to handle their affairs.

Previous to this time, I had put a small capital into some car stock, which proved of great value. While460 waiting for an opportunity to wire the agent of the industry, ordering him to make more purchases,480 I stood there considering and pondering seriously over those matters, when my attention was directed to the presence of a woman, small of body but with beauty and character clearly recorded in her face. The strength and power shown there attracted me strongly. Where had I seen her before? The instant I heard her voice, some 400 particular quality made me sure I had met this person before. Could it be? Suppose it was Mary-well, soo rather than make a mistake I would go and speak to her. Yes, my wish had come true, I was not mistaken-it was ** Mary. Only yesterday, I had been thinking about her, and here I was right by her side. How good it was to 600 see and be with her again! I asked her to explain what had happened, and these are her approximate words:

"After® moving away, our family had a bad time, indeed. Business was poor and, as usual in such instances, so sickness followed. Soon, we had lost every dollar. Bills were presented on every hand, which we were unable to pay. Our situation appeared thoroughly hopeless. We had only a two-roomed house; the floor was our bed; we were without lights; and we didn't have enough flour for bread, and were weak from not having sufficient food. I walked miles every morning, trusting that possibly tomorrow would bring improvement, but to no effect. Nothing remained except to the spirit and will to keep on.

"It was necessary that an arrangement be made for the three young children to be a cared for by a friendly organization. You must acknowledge that no other course was open—it was either that or perish. Finally, I got some work by the hour and accepted it gladly, but it was not sufficient to insure keeping the family together. Little by little conditions improved. I received a square deal, and cach week I arranged to remit part of my salary until our debts were put behind us.

"I was bound to succeed⁸⁸⁰ and remembered determination to let nothing stand in my way. I acquainted myself with a system⁸⁴⁰ of filing and secured another position with an insurance company, and next with a wholesale house. During⁸⁰⁰ the first few months, my job involved sending out quantities of invoices and hundreds of form letters, enclosing⁸⁸⁰ remit-

tances, drafts, trade acceptances, and full reports listing the most recent market changes. We also shipped books⁹⁰⁰ and merchandise by express to distant points.

"There was a general rule governing our business that we must immediately" accord every question and complaint a respectful response, correct any differences, and thank anyone for his suggestions whether we used them or not. I helped to organize this work and liked it, although it was difficult, but my nature was such that I could not be satisfied till I had made every effort to educate myself further. Money was not my first object in life.

"By fall, I was appointed to a government office in a¹⁰⁰⁰ far-away city. There I later met my future husband, Mr. Hill. He is now a highly respected doctor, an¹⁰²⁰ individual loved by all, and always striving to improve society, and in whose skill great confidence¹⁰⁴⁰ and perfect trust are placed. His influence is great, and he has won many real honors. We are very happy."

Such was Mary's¹⁰⁶⁰ story. Ever after we communicated with each other. At a later date, I visited them and was present¹⁰⁸⁰ when the doctor gave a speech that was of great excellence. Mary says life has especially favored her, but¹¹⁰⁰ I tell her that I am of the opinion that others might differ with reference to that remark. I shall always regard¹¹²⁰ my early friendship with her as the cause of my own success. Above all else, credit should be given her for¹¹⁴⁰ holding fast to her excellent ideals under such trying conditions. I want to suggest respectfully that¹¹⁶⁰ you, too, make them yours. (1164)

Automatic Review Lessons in Gregg Shorthand

(Copyright, 1934, by The Gregg Publishing Company)

To enable the teacher of shorthand theory to concentrate on the review present in each unit of the Gregg Shorthand Manual, the vocabulary of the Manual and of "5,000 Most-Used Shorthand Forms" has been rearranged and is being published here in monthly installments, the first of which appeared in the January issue.

Automatic Review in Chapter III

[The numbers enclosed in parentheses refer to those paragraphs in the Gregg Shorthand Manual that are reviewed.]

Par. 65. (3) shopping, crossing, drawing, talking, blowing, closing, growing, hoping, knowing, opening, owing, sewing, showing, smoking, snowing, soliciting. (11) coffee, folly, jolly, opera, sorry, abroad, elbow, grocery, hero, obey, poultry, withdraw. (14) offense, offset, operation, pocket, -s, solemn, baseball, basket ball, fellow, -s, gossip, hotel, narrow, notice, d, -s, remote, shadow, solicit, soliciting, closet. (15) ballot, consolidated, solid, pillow, protection, closer, grocery,

zero. (17) potatoes. (19) cross, crossing, globe. (20) clock, closet, clause, close, -ing, -s, -d, -r, grocery, gross, grow, -ing, -s. (23) withdraw. (26) posted, consolidated, loaded, noted. (37) opera, operation, -s, prose, protection. (38) block, -s, jobbers, abroad, brought, blow, -ing, broke, -n, sober. (39) frost, frozen. (49) spot, slow, zero, folks, dogs, hogs, jobbers, occurs, offense, pockets, jobs, lots, operations, rocks, shops, volumes, clause, cross, crossing, laws,

loss, pause, straw, talks, boats, bolts, chose, chosen, close, -ing, -d, -r, coats, fellows, gross, grows, hopes, hose, knows, loads, nose, notes, notice, oats, owes, opens, potatoes, prose, roads, rose, shows, stove. stroke, soft, solemn, solid, sorry, salt, saw, sought, sew, -ing, -ed, smoke, -ing, snow, -ed, -ing, so, soap, sober, sole, solo, solicit, -ing, sore, sorrow, soul. (51) closet, gossip, offset, baseball, basket ball, grocery, lowest, noticed, solicit, -ing, hospital. (52) possess, closes, notices, roses. (57) box, -es. (58) operation. -s, caution, motion, notion, portion, protection, ocean. (59) consolidated, occurred, knocked, talked, bored, borrowed, closed, hoped, loaded, noted, noticed, owed, sewed, showed, snowed.

Par. 66. Distributed in Par. 65.

Par. 67. (11) alone, story, holy. (12) diploma, adore, holiday. (14) nonsense, homesick, omit, -ted, horseback, orange, stories, college, -s. (15) holiday. (20) grown. (27) romance. (37) diploma. (38) blown. (49) loans, nonsense, owns, stone, -s, homes, romance, doors, horse, horseback, score, store, -s, story, -ies, colleges, holes, rolls, (51) nonsense, wholesome, homesick. (52) horses.

Par. 69. (3) believing, calling, ordering, receiving, stating, wanting. (11) belief, believe, -d, -ing, estate, possibly, receive, -ing, -d, went. (14) believes, general, gladness, several, situation. (18) recall. (19) coarse, course, -s, girl, -s, glad, -ness. (37) purpose, -s. (49) believes, calls, coarse, course, doctors, gladness, orders, possible, purposes, several, situation, small, so-called, state, -s, -ing, -d. (52) courses. (58) situation. (59) believed, called, ordered, received, so-

called, stated, wanted.

Par. 71. (11) elevator, Easter. (12) army, dirty, hearty, harmony, editor. (14) bitter, cedar, chapter, elevator, factor, grammar, ledger, major, minister, pastor, preacher, register, -ed, semester, senator, steamer, teacher, visitor. (15) cashier, flatter, later, latter, leader, reader. (20) grammar. (26) auditor, debtor, editor, started. (27) manner, minister. (37) preacher. (39) flatter. (49) arms, arts, hearts, cedar, semester, senator, stair, star, steamer, start, -ing, -ed. (51) minister, pastor, register, -ed, semester, visitor. (52) sister. (53) partner. (59) earned, honored, registered. (67) honor, -ed, owner.

Par. 72. (49) churches. (59) urged. Par. 74. (14) ministers, teachers, visitors. (15) readers. (27) manners, ministers. (49) soldiers, stairs, stars. (51) visitors, ministers. (52) sisters. (67) owners.

Par. 75. (3) becoming, collecting, dealing, keeping, loving, regarding. (11) above, booklet, either, real, regard, -ing, -ed, -less, yesterday. (14) prepare, -ed, -ing, preparation, necessary, rather, regardless. (15) children, children's. (18) recollect, -ion. (20) booklet. (37) preparation, prepare, -ed, -ing. (49) becomes, books, children's, collections, companies, keeps, loves, opinions, regardless. (52) necessary. (58) collection, preparation, recollection. (59) booked, collected, loved, prepared, regarded. (67) collect, -ed, -ing, collection, -s, recollect, -ion. (71) dear, -est.

Par. 76. (15) receiver. (20) bigger, greater. (21) worker, -s. (23) greater. (26) debtor. (41) former. (49) publishers, workers. (53) publisher, -s, worker, -s. (60) bigger, sooner. (69) receiver, smaller. (71)

ncarer, former, sooner. (75) dealer, -s, lover, keeper. Par. 78. (3) clothing, thrilling, throwing, bathing. (11) earth, health, healthy. (12) birthday. (14) breath, bath, bathing, death, faith, method, -s, thrill, -ing, path, teeth, theater. (15) birth, birthday, thread, theme, thence, thick, thin, thief. (20) cloth, -es, -ing, growth. (27) months. (38) breath. (49) authors, clothes, thoughts, methods, months. (67) thrown. (71) theater.

(11) convey, account, -s, -ing, affection-Par. 80. ately, barely, briefly, chiefly, closely, deeply, early, earlier, fairly, gladly, greatly, immensely, lovely, rarely, monthly, mostly, presently, safely, slowly, solely, wholly, easily, happily, locally, necessarily, hastily, materially. (12) county, candy, affectionately, immensely, lonely, hardly, lately, mainly, manly, only, openly, orderly, partly, plainly, rapidly, family, heartily, readily, steadily, generally, formally, hastily, totally. (14) conception, confer, -ence, confess, conviction, consolation, convince, -d, compensation, viction, consolation, convince, -d, compensation, counties, affectionately, briefly, chiefly, deeply, earlier, fairly, plainly, rapidly, rarely, safely, family, necessarily, generally, materially. (15) concrete, council, sel, barely, lately, readily. (17) candidate, mainly, manly. (19) concrete, gladly. (20) closely, greatly. (23) greatly. (26) steadily, candidate. (27) monthly, immensely. (37) plainly, presently, compel. (38) briefly. (41) mostly, conform, formally. (49) conference, confess, conscience, convince, accounts, slowly, solely, counties, immensely, safely, steadily. (51) conception, council, -sel, closely. (52) necessarily. (53) partly. (58) conception, consolation, convention, conviction, compensation, affectionately. (59) convinced. (60) presently. (67) lonely, only, wholly. (69) gladly, orderly, generally. (71) hardly, heartily. (75) lovely, necessarily. (76) earlier. (78) monthly.

Par. 81. (14) commonplace, committed. (26) committed. (27) comment, -s, common, commonplace, commence. (37) commonplace. (49) commence, com-

ments. (74) commerce. Par. 82. (11) freely, likely, really. (12) daily. namely. (29) likely. (39) freely. (41) formerly. (60) namely. (71) dearly, formerly, merely, nearly. (75) dearly, really.

Par. 83. (12) families, names. (14) families, favors, letters, regards. (53) favors. (60) letters, names. (75) regards.

Pars. 84-87. All phrases have been omitted in

this review. Par. 88. (3) asking, complaining, completing, expressing, representing, sending, speaking. (11) already, employee, express, -ed, -ing, expression, weakness, week-weak, weekly, weeks. (12) committee, immediate, -ly. (14) committee, -s, employees, expression, send, -ing, weakness. (37) employ, -ed, employee, -s, express, -ed, -ing, expression, -s. (39)

floor, -s, flour, flower, -s. (49) ask, -s, -ed, committees. complaints, employees, expressions, floors, flowers, officers, officials, represents, send, -ing, speak, -ing, -s, -er, special, -ly, speech, speeches, values, weakness. weeks. (52) offices. (58) completion, expression, -s. valuation. (59) asked, completed, expressed, represented, valued. (67) already, knowledge. (76) speaker. (80) complain, -ing, complaint, -s, complete, -ly, -ing, -ed, completion, specially, weekly.

(Next month, Automatic Review in Chapter IV)

Do You Believe That Handwriting Should Be Taught in High School?

Read what Wilbur S. Barnhart has to say about this subject. His article will appear in the April issue of the Business Education World.

School News and Personal Notes



BEULAH DALTON

of commercial education in the public schools of Jacksonville, Florida. She is a graduate of Bowling Green Business University. For three years she was head of the commercial department of the New River State College, Montgomery, West Virginia.

For the past seven years she has been head of the commercial department of the Landon Senior High School, Jacksonville, Florida. In addition to her city duties, Miss Dalton is prominent in the commercial education activities of the state of Florida.

ISS LILLIAN ENGLAND, formerly a commercial teacher in Torrington, Wyoming, now holds the responsible position of Secretary to Senator Joseph C. Mahoney of Wyoming, a member of the Senate Committee on Appropriations.

STANLEY J. SHOOK, manager of the Topeka Business College, Topeka, Kansas, and one of this country's pioneers in the field of commercial education, has been elected potentate of Arab Temple, Order of the Mystic Shrine. He becomes the third potentate of the Topeka Temple, which has a membership of 1,110 nobles.

DR. JOHN D. CLARK, University of Denver, now on leave of absence, has just been appointed to a post in the United States Treasury in charge of income tax cases. While at the University of Denver, Professor Clark taught several courses on the Russian situation and on the general subject of economics. Before his election to the University faculty, he was president of the Midwest Oil Company of Wyoming. His relinquishment of the presidency of the powerful oil concern to take up educational work came as a surprise to local financial circles.

THE Central Commercial Teachers Association will hold its annual meeting in Des Moines, Iowa, May 3-5. W. F. McDaniel of Fort Dodge is the president of this association.

ISS ALBERTA KAPPELER, president of Pi Omega Pi, is a shorthand and typing teacher in Technical High School, Indianapolis. She was graduated from Ball State Teachers College in 1930. As national president of this commercial educational fraternity, Miss Kappeler will have under her jurisdiction twenty-three chapters and some 1,600 members.



ALBERTA KAPPELER

ISS JULIA CHRISTIE, head of the secretarial department, St. Joseph's College, Emmitsburg, Maryland, sent us a beautiful poster made by Miss Mary Eberhart, one of her students, for an advertising assignment. The reproduction here does not do the artist justice, but it may serve to stimulate other potential artists now enrolled in commercial courses to investigate the rich possibilities of art in business.



In this connection, we recall past visits to Bay Path Institute, at which another teacher is encouraging her students' artistic expression through the medium of the typewriter with remarkable results. That teacher is Miss Margaret McGinn.

DR. W. COLLINGS, Professor of Accounting, Grove City College, has been invited to give a special course at Northwestern University School of Commerce this summer. Dr. Collings is an international authority on foreign finance and accounting systems. His course this summer will be directed to the problem, How do inflation and other monetary changes affect the financial statement?

THE College of Commerce of Bowling Green University is planning a comprehensive conference on commercial education to be held at Bowling Green, Kentucky, July 19 and 20. An advance program of the conference will appear in an early issue of this magazine. Those interested in attending or

participating in the conference should write Dr. J. L. Harman, president of the University.

N. HAROUN, a pioneer shorthand teacher on the Pacific coast, having taught shorthand in the high schools of Portland, Oregon, for the past twenty years, is now devoting his entire teaching time to the development of an office training course for the students of the Portland High School of Commerce.

Those of our readers who were subscribers to *The American Shorthand Teacher* for the year 1931-1932 will recall the excellent series of articles by Mr. Haroun on the teaching of advanced shorthand. Mr. Haroun is the author of one of the booklets in the Gregg Vocational Dictation Series, the one on the lumber industry. This booklet is in process of publication.

A SIGNIFICANT indication of the upturn in the private business school conditions is the purchase of 450 new typewriters for the Drake Schools of New Jersey.

William C. Cope, president of the Drake Schools, reports that the number of students enrolled in his accounting, secretarial, and stenographic courses shows a most satisfactory increase over last year.

T is with deep regret that we record the death of Señor Camilo E. Pani, who passed away on December 5, 1933, at his home in Mexico City.

Señor Pani was a highly educated gentleman, and by profession was a civil engineer. At the time of his death, he was Assistant General Director of the National Railways of Mexico. He was a brother to the distinguished Mexican statesman and financial authority, Señor Alberto J. Pani.

Señor Pani was deeply interested in shorthand and shorthand systems. Early in life he studied several systems, both Spanish and English, and was an expert writer. He became a very enthusiastic advocate of Gregg Shorthand, and in 1903 he prepared an adaptation of it to the Spanish language, the first adaptation of the system to a language other than English. Many of the best-known official government reporters in Mexico and other countries, as well as a host of stenographers, learned the system from the Pani adaptation.

Our deepest sympathy goes to his family.

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(Continued on page 430)

Book Reviews

By JESSIE GRAHAM, Ph.D.

Associate Professor of Commerce, State Teachers College, San Jose, California

DIRECT-METHOD MATERIALS FOR GREGG 2. Division of class time: Reading-90 per SHORTHAND, by Ann Brewington and Helen I. Soutter, University of Chicago, The Gregg Publishing Company, New York, 391 pp., \$2.

Teachers are always interested in new methods of teaching their subjects.1 At present, the direct method of teaching shorthand is engaging the attention of many teachers. They will be pleased to hear that the exponents of the direct method are planning a conference on the subject and also publication of the results attained through the use of this method.

The following outline is presented so that teachers may have an introduction to the method presented in this book, and so that they may know where to secure abundant material for teaching purposes, not only in using the direct method, but also as supplementary reading in connection with any teaching procedure used.

The book is entirely in shorthand with the exception of the Introduction, which includes suggestions for the use of the book. A longhand key, essential for dictation, is available. The material is of interest to high school and junior college pupils. Many discussions of character traits desirable for business workers are given.

The material is arranged to correspond with the units of the Gregg Shorthand Manual, although a small proportion of the words in each section are taken from more advanced units as an aid to the student in building up the habit of reading for the "sense" of the material rather than for separate word meanings.

- The adaptations which must be acquired for each unit before beginning the follow
 - a. The reading adaptation. b. The writing adaptation.
 - c. Exactness, precision, and skill.

The degree of exactness, precision, and skill to be attained for each unit may be based upon the teacher's previous experience or upon composite results secured by several teachers, keeping in mind the automatic review secured in each advanced lesson as recently pointed out in this magazine.

- cent, first week; 80, 75, 60, and 40 per cent during the second, fourth, eighth, and twelfth weeks, respectively. (When starting with the writing adaptation, the larger proportion of time is given to writing.)
- Encouragement to use shorthand in all work-note-taking and class assignments.
- Shorthand penmanship-record is kept of improvement in penmanship by use of the Hoke Scale for Shorthand Penmanship.
- 5. Reading adaptation: Ability to read in terms of ideas or thoughts as contrasted with reading in terms of shorthand symbols.

Partial list of teaching devices:

- a. Article is written on blackboard.
- b. Teacher reads article aloud.
- c. Member of class states substance of article or meaning of various sentences.
- d. Teacher and pupils read article in unison.
- e. Teacher and pupils read thought units, then words.
- f. Individuals and group read article or parts of it.
- g. Article is then read from book.
- 6. Writing adaptation: Ability to write in terms of ideas or thoughts as contrasted with writing in terms of shorthand symbols.

Some items in the teaching plan:

- a. Teacher writes article on board, reading aloud as he writes.
- b. Class goes through movements of writing the entire paragraph three or four times by going over outline with dry pen or empty Eversharp as the teacher reads aloud.
- c. Same process is repeated with individual sentences in the article.
- d. Class writes article in notebooks while teacher dictates (at not less than 100 words per minute). Some symbo' at least a dot or dash, must be recorded for each word.
- e. Class reads in unison from note books. f. Individual sentences in article are dictated at high speeds.
- 7. Exactness, precision, and skill: Instructions to students:
 - a. Practice the brief forms in this unit until you can write them automatically.
 - b. Compare your notes with those in the Gregg Manual.
 - c. Practice writing the article assigned for dictation today until you can write it at 100 words per minute with a score of 80 on the Hoke Penmanship Scale.
 - d. Examine your notes critically to ascertain whether or not your last outline is your best outline.

¹ An excellent summary of methods of teaching shorthand may be found in "Some Fundamentals of Shorthand Teaching Methodology." by Dr. William R. Odell, Columbia University, National Business Education Quarterly, Vol. II, No. 2 (December, 1933), p. 2, ff. ² Clyde I. Blanchard, "Automatic Review Lessons in Gregg Shorthand." The Business Education World, Vol. XIV, No. 5 (January, 1934), pp. 249-250.

- Measuring achievement: Records of achievement should be made by pupils every day—sample charts are given in book.
 - a. Reading.
 - b. Transcription.
 - c. Penmanship.
- Suggestions to students on how to study are given on pages xxii and xxiii of the book.

TEACHING PRINCIPLES AND PROCEDURES FOR GREGG SHORTHAND, by Etta C. Skene, John V. Walsh, and Paul S. Lomax, New York University, The Gregg Publishing Company, New York, 1932, 302 pp., \$1.20.

Regardless of the teaching method used, it is vitally necessary that teachers have an adequate understanding of the principles presented in each unit of the Manual. In commenting on teaching that is satisfactory to them, students frequently mention the fact that the teacher explains each new lesson thoroughly. The teacher who thus presents each lesson has a clear conception of the principles involved and their interrelationships.

Such a picture of the entire system may be gained from the analysis presented in this book. Even though the teacher is using the direct method, he will find this material very useful. Then, too, the teacher who is not familiar with a new method of teaching will probably find it advisable to experiment with a modified form of it, gradually making adaptations in his teaching procedure. In any event, this book is an important addition to the library of the shorthand teacher because of the analysis of the material in each unit of the Gregg Shorthand Manual and the wealth of supplementary material given.

The book is divided into fifty lessons. A brief outline of each lesson is here given.

- 1. Review of previous lessons—dictation
- 2. Aim of lesson.
- 3. Organization of subject matter.
- Organization chart giving letter combinations and applications under each principle.
- 5. Methods of presenting subject matter.
- Sentences for dictation and practice.
 Assignments.
- 8. Supplementary material.

PROBLEMS OF TEACHING ECONOMICS, by Paul S. Lomax, Ph.D., and Herbert A. Tonne, Ph.D., New York University, Prentice-Hall, Inc., New York, 1932, 372 pp., \$2.

Although this book has been written to give definite guidance to teachers of economics, it is of value to all teachers of business subjects

because of the economic content of their courses. The mere fact that there is a course in the high school entitled "Economics," in many cases taught by a member of the social science department, does not excuse the teacher of business subjects from his responsibility for participating in a program of economic education for his pupils. Indeed, the discussion presented in this book is applicable to the teaching of any of the social-business subjects, notwithstanding the fact that all statements made are elaborated by the citing of economic situations.

The authors believe that "the attempt to make every subject have as its definite goal all the objectives of education is ridiculous and, in any event, futile." The point is made, however, that any subject in which possible correlations with other phases of education definitely concerned with fulfilling the "cardinal objectives" of education are ignored does not belong in the curriculum—representing, as it does, education as a unified whole.

On this basis, a discussion of possible contributions that may be made toward fulfilling all the major objectives of education through the teaching of economics is presented. Specific aims for the teaching of economics are classified as: knowledge aims, habit aims, and ideal aims. The functions of economic education are discussed under seven headings: adaptive, unifying, differentiating, selective, directive, participating, and preparatory. An outline for a course in economics with traditional content is given, after which several possible sources of material for economics courses are presented in connection with a discussion of objective methods of making a course of study.

The chapters on the laws of learning and the acquisition of learning are especially helpful because specific instances of learning situations in high school economics are cited. The subject of character training is treated in a practical way, following an introduction giving a summary of present-day thought in this field. Definite plans for the teaching of thrift are given, with the warning that "plans will never succeed if they are merely talked about."

Twelve methods of teaching economics are evaluated and criteria for such evaluation are suggested. Twelve devices of use in the teaching of economics are next discussed. The chapter on "business efficiency in the classroom" may be read with profit by any teacher.

The final chapters of the book deal with the measurement of teaching and with the preparation of the teacher. A list of problems and references at the end of each chapter aid in making this book suitable for "methods courses" as well as for self-instruction on the part of the beginning or experienced teacher. A classified list of books suitable for use in establishing a high school library in economics is appended.

Our Cover Design

T is especially appropriate that our cover this month should be a view of Boston, the convention city on March 28-31 of the Eastern Commercial Teachers Association.

The view on the cover looks across the entrance to Boston Harbor, with East Boston and the Cunard Line piers on the farther side of the harbor. Just beyond these are the towns of Winthrop and Revere, while stretching completely across the view, at the top, is a glimpse of the Atlantic Ocean.

At the extreme left, between the Mystic and the Charles Rivers, may be seen the Boston Navy Yard, with several battleships plainly visible.

About midway, at the extreme right, is Fort Point Channel, showing the Summer Street Extension Bridge and the Congress Street Bridge, both of which connect Boston with South Boston. Just a tip of South Boston is visible. The tracks at the left of the Channel are those of the New York, New Haven and Hartford and the Boston and Albany Railroads, leading into the South Station terminal.

At the lower extreme left of the cover is the rectangular white building occupied by the Paine Furniture Company, with the Statler Hotel and Office Building just above it, readily identified by the three units of the portion occupied by the hotel. If the range of the picture were extended somewhat to the left, the Boston Public Library, occupying a conspicuous place in Copley Square, as well as Trinity Church, would be brought within our view.

The first clump of trees visible in the left foreground is in a corner of the Public Garden, which is made entirely of filled-in land, and which marks the beginning of the Back Bay. The square patch of white just beyond the trees is the parade ground, or training field, on Boston Commons.

The Common, bounded by Tremont, Park, Beacon, Charles and Boylston Streets, is unique among civic parks, as it has existed from the very beginning of the town, having been set aside in 1634 as a "place for a trayning field" and for the "feeding of cattell."

It is a long time since cattle have been pastured on the Common, but it is, to some extent, still used as a training field, for there, each year, the Ancient and Honorable Artillery Company, the oldest military organization in the country, founded in 1637, holds its

parade and drumhead election. The cover view shows the Army and Navy Monument, which stands on the highest point of the Common.

At the top of the Common, in the left background, may clearly be seen the State House, the cornerstone of which was laid July 4, 1795, by Governor Samuel Adams, assisted by Paul Revere. Called by Oliver Wendell Holmes the "Hub of the Solar System," the names "Hub of the Universe" and the "Hub" have since come to be associated with Boston itself.

The slender spire a little to the right of the State House is that of the Park Street Church, which stands at the corner of Park and Tremont Streets. Because, in 1812, the basement of the church was used for storing gunpowder, this corner is sometimes called Brimstone Corner. Just one block to the right of Tremont Street, which is the street with the slight bend in it bordering on the right side of the Common, may be seen a short section of Washington Street, the longest thoroughfare under one name in New England, extending as it does from Boston to Providence, Rhode Island.

In the center background, the tallest building in view is the Custom House. Signs of the modern in architecture, in the midst of old Boston, are exemplified in the three white buildings occupying prominent positions in front of the Custom House, reading from left to right, the Federal Building, the Second National Bank Building, and the United Shoe Machinery Building.

Its historical associations, its educational opportunities, and its pleasantly combined atmosphere of home and business, all contribute toward making Boston one of our most attractive and important cities.

HARRIET P. BANKER.

Next month, Detroit

TEACHERS: Give the students in your stenographic classes a new deal, and recommend The Gregg Writer to them.—Adv.

(Continued from page 426)

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(Continued from page 428)

A CALL TO THE TEACHERS OF THE NATION, by the Committee of the Progressive Education Association on Social and Economic Problems (George S. Counts, Columbia University, Chairman), The John Day Company, New York, 1933, 31 pp., paper, 25 cents.

There is much talk today about a reorganization of education for the purpose of adapting procedures to contemporaneous social and economic life. It is necessary that teachers be informed as to the points of view underlying proposed changes. Whether or not they agree wholeheartedly with the arguments advanced in this pamphlet sponsored by the Progressive Education Association, teachers will find the reading of it a challenging experience. They will be stimulated to inquire about the basis of their own beliefs relative to education.

The first part of the pamphlet is devoted to a picture of our material and cultural resources. which have reached a stage in which "at last the human spirit can free itself from the slavery of grinding toil, abandon the brutish struggle for material things, bring economic activity into a balanced program of living, and engage in the building of a truly humane, beautiful, and majestic civilization."

Part II depicts great inequalities in the distribution of these plentiful natural and social resources.

Part III is concerned with the contradictions and incongruities in our culture traceable to a

(Continued on page 440)

Key to the Shorthand Plates

In the March "Gregg Writer"

New England Rambles No. 1 By HARRIET PRESTON BANKER

A Series of Articles Presenting All of the Brief Forms in Gregg Shorthand

[The form appears in italics the first time it is used.]

For the first of a series of New England rambles, the choice fell, almost with one accord, upon Lexington and Concord. A day in May, therefore, which the morning newspaper forecast would be perfectly clear, found a gay company of young people comfortably settled in a big bus hired, by previous arrangement, for the day.

Starting¹⁰ from Harvard Square, the car made rapid progress through Cambridge to Arlington; thence to Lexington where the first stop was⁸⁰ made in order to look more closely at the bronze statue of Captain Parker, standing at the edge of the Common, ¹⁰⁰ or village green. Although the Common is but a small triangular plot of ground there are many objects of ¹²⁰ interest on it, all of which

are marked with great care.

Not far from the Common, on Hancock Street, stands the Hancock House, where the John Hancock and Samuel Adams were spending the night when aroused by Paul Revere riding through to warn of the price approach of the British soldiers on that memorable April night in 1775. The house is now used as a museum and contains a collection of real historic value. The young people begged respectfully for permission to linger a while, but it was necessary to start off for Concord, approximately ten miles away, for there, too, we could expect to find much to add to our knowledge of this important period of our country's history.

period of our knowneage of this important period of our country's history.

Concord, as is well known, is famous among other things, for its part in the American Revolution and the cause of the of the colonies. We came to the center of the town by the most direct route and turning to the right went immediately to the Battle Ground, on the way passing the Jones House, called the Bullet House because in an ell between the door and a window may still be seen the bullet hole made by a ball from a British musket. Almost directly opposite the Bullet House stands the Old Manse, which dates from 1765. At one time the residence for Nathaniel Hawthorne, it was there he wrote "Mosses from an Old Manse."

Turning sharply to the left into a narrow see lane, with beautiful trees on either side, a short walk brought us to the site of

the battle at the old North Bridge. **O** Two monuments attracted our particular attention—the Battle Monument and the Minute Man Statue. The**O** former is at the east end of the bridge and the latter at the west. The strength of character and the very spirit**Of the sturdy farmers who on this spot withstood the enemies' attack are expressed in every line of **O** the figure which personifies the Minute Man.

Returning to the town center, we arranged for luncheon at the by Wright Tavern. The boys especially were thrilled when told that it was in this very inn that Major Pitcairn, as he boys stirred his toddy on the eve of the battle, is reported to have said that in the same way would they stir the blood of the Yankees. Fortune, in whose power there is no respect for rank or position, ruled otherwise, as we well whom we given an excellent opportunity at this point to ask such questions regarding the subject as they be pleased, the instant response of both the girls and the boys showed they were determined to miss nothing that might add to the boys burdose of the trip.

that might add to the purpose of the trip. After luncheon, several of the party purchased cards and a number of other souvenirs which were advertised as being on sale. The cards were later mailed at the railway station. Then, leaving the tavern, we made the next stop at the Orchard House, the home of Louisa M. Alcott, whose famous book, "Little Women," has made Meg, Jo, Beth, and Amy dear to young and old the world over. Here may be seen, carefully protected by so glass, Amy's drawings on the panels of the doors and underneath the windows of the bedroom she shared with one of her sisters; also some of those sketches and designs, in which she excelled, used in the plays prepared by Jo and possible occasions by the sisters and their friends.

All too¹²⁰ soon the hour allowed for this stop passed and with real regret we started out again—this time bound for Grape Vine Cottage, ¹⁴⁰ where there is still preserved a portion of what is said to be the original vine on which grew the first of ²⁶⁰ those delicious grapes even yet called Concord.

The light of the setting sun warned us that our excursion, pleasant as 180 it was, must soon

come to an end; so with a fleeting glance at the beauty of Walden Pond, on the shores of which Thoreau⁸⁰⁰ lived for a time, we turned toward home, one and all agreeing that the day had been a thorough success in⁸²⁰ every

Why, inquired several, should we not organize a committee to make satisfactory arrangements for our next ramble. "Yes, please let us do so very soon," was the ready reply to my question. So, if so we may trust what rumor says, our next ramble will send us to fascinating Salem. (875)

Agriculture and the Banks*

A Talk issued by the Public Education Commission of the

American Bankers' Association

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Since the World War, and especially with the start of the depression in the latter part of 1929,20 the farmer has been attracting considerable attention because of his complaint about low prices to for farm products and the lack of parity between what he sells and what he buys. Now why is there so much concern60 about the prosperity of the farmer? Any one who pauses for a moment to visualize the80 character of the farming industry and its influence upon other industries and commerce will soon find100 an answer. In 1929 our national income was approximately 85 billion 120 dollars. In the same year the gross income from agriculture was approximately 12 billion dollars. Thus, roughly, 140 one-seventh of our purchasing power comes from agriculture, Furthermore, agriculture stimulates industry; it produces the bulk of our national food supply, nearly 40 per cent of the raw material180 used by factories, 12 per cent of our railroad tonnage and 20 per cent of their 200 total revenue, and about 40 per cent of the value of all our exports. Thus the prosperity of the farming element is of the utmost importance to the country as a whole, and low²⁴⁰ prices for our farm products especially when those prices are lower than prices of manufactured goods general, seriously affect the economic status of the entire country. When the farmer discovers280 that he cannot sell his products for a sufficient amount to cover the cost of production, when he³⁰⁰ discovers that the prices he obtains for his commodities are so low as not to enable him to buy a sufficient amount of manufactured goods to maintain a satisfactory standard of living, it means that 840 he cannot buy as much of other products as he has been accustomed to do. This affects the entire country, soo for the farmer represents an important consuming element. A decrease in purchasing power on his are part will naturally

mean that manufacturers will not be able to sell as many goods as formerly and will be forced to curtail operations and dismiss some of their workers. Consequently, the importance of the farmer will be understood readily.

THE HAZARDS OF THE FARMING BUSINESS

Just as there was a time when it was thought that almost any one with the necessary capital could be a banker, so it was thought that running a farm required little knowledge on d skill. Today we know better. Today we know that while the successful operation of banks, factories, and all other forms of business enterprise requires ability and specialized knowledge and skill, the business which on the farming demands a rather unusual combination of qualities if the enterprise is to one reason why this is the case is that the farmer is confronted not only with the hazards common to business generally, but he must face additional hazards as only only only hazards, let it be emphasized, which are beyond his power to control.

The farmer never knows, for example, 580 what nature—the weather—has in store. The astute farmer, exercising foresight and diligence, can combat 500 minor weather hazards with some degree of success. But before the major performances of nature he is 520 power-less. A late spring, an early fall, a prolonged drought, too much rain, severe storms—these and other manifestations 540 of nature periodically cause the farmer a more or less heavy monetary loss.

Now business⁶⁰⁰ hazards are of two kinds: those which cannot be foreseen or prevented and those which knowledge, skill, alertness, and energy⁶⁸⁰ can either prevent or else more or less completely offset. Thus the more subject a business is to hazards⁷⁰⁰ beyond the proprietor's control, the greater the need for overcoming or conquering the hazards which⁷²⁰ are subject to control. Since farming is the most hazardous of all occupations, no one more than the farmer⁷⁴⁰ has need for expert knowledge, initiative, ingenuity, enterprise, and courage.

The⁷⁶⁰ farmer must know To illustrate: how to combat the insect pests as well as the diseases which often ravage growing crops and 780 plant life generally; he must know how to prevent the spread of and cure the diseases to which the animal 800 life of his farm is subject; he must know how to care for fruit trees, how to maintain the richness of his soil, how to 820 make use of labor and equipment for the attainment of the best results. Since most of his products are to be an arketed, he must exercise good judgment in his choice of crops, seeking to produce those things for which there will be so the greatest demand or the best price. Knowing the many hazardsweather, plant diseases, insect pests, price fluctuations, and so forth—to which his crops are subject, he must provide for a diversified farm program to insure 1000 a reason-

^{*} The word "Bank," whenever used, refers alike to trust companies, state banks, and national banks—in short, to all banking institutions having commercial departments.

ably steady income. Thus on some farms one will find a herd of cattle, hogs, numerous chickens, a¹⁰³⁰ small dairy, geese, and a few

sheep.

These are but a few of the things required of the successful farmer of today. But these requirements are sufficient to emphasize one fundamental fact; the successful operation of 1060 a farm is not easy, is indeed an exacting occupation—an occupation which demands a wide range of knowledge, the soundest of judgment, and marked ingenuity. (1091)

(Next Month-The Farmer's Need for Credit)

Your Mind and Your Body

Did you ever try to study after a heavy meal or when weighed down by physical fatigue and exhaustion? Have you noticed how a walk in the fresh air stimulates thinking? Have you ever noticed when you are not well how the lamp of adventure and courage burns low? You can observe in your own daily experience these relationships between mind and body which are always at work to free your mind for its higher and finer uses, or to weigh it down in defeat. You cannot abuse or neglect your body and make the best use of your mind. In your plans to make the most of your mental heritage, learn to understand your body, to treat it right, to give it the same care that you would bestow upon an expensive watch, a fine automobile, or a marvelous airplane. Wholesome health habits are the foundation of mental vigor. (149)—Joy Elmer Morgan

Easy Business Letters

On Chapter Four

Dear Sir: You have correctly stated the date that you billed us our car and also the date on which we should like to³⁰ pay for it in full, May 16, 1934. Thank you very much for giving us a longer time⁴⁰ in which to pay for it. We would be loath to part with the car, especially since our recent experiences⁶⁰ have made us feel that it is necessary for us to own one.

We have not seen any other car on the road⁸⁰ that impresses us as does this one. Its body is strongly built, its engine works capitally and everything¹⁰⁰ seems to keep in order.

No other car could suit us better.

We may be able to send you some business from¹⁸⁰ among our young friends. Mr. Long, a reporter for the *Daily World*, has said that he would like to purchase a new¹⁴⁰ car in the spring. Yours truly, (145)

Dear Sir: I have your communication regarding a man for cashier of your bank, and

I thank you for letting^{\$0} me know of this opening. I know that Mr. Frank Yoder would suit you, and I believe, that the officials of ^{\$0} his bank would be glad to release him. He should be with a bigger bank. He has been employed in this bank since he was ^{\$0} 16 and I know that he would not leave if his employers would not release him willingly. You can communicate ^{\$0} with him and ask him to answer this question.

Mr. Yoder is among the most thoroughly prepared men that 100 I know of and his long experience embraces many branches of business finance. He has built up his bank's 120 savings and decreased its expenses. The state examiners think well of him.

He is a man of strong character, 140 friendly, and hardworking. If you employ him he will make every effort to strengthen your system and increase 160 your business. It is unnecessary for me to say that there is no other man on our lists who ranks with him. 160 Yours truly, (182)

Easy Business Letters

On Chapter Five

Dear Sir: I am writing to inquire if you will quote me the price you are asking for your site on Hoyle Lake. I am²⁰ looking for a site that is suitable for a boy scout camp, and while our choice is somewhat limited because we⁴⁰ cannot pay a high price, your site appeals to each man in our group as the type of place the boys would enjoy.

We require o a site where the boys can enjoy swimming and hiking, several miles away from people so that their voices and the noise of the camp will not annoy others. Yet the site should be near enough so we can drive

there easily 100 with our supplies.

The woods behind your lake would be a fine place for the boys to get pine boughs for their cots, and also 130 a great spot for nature study. From the falls we could get power for our own lighting system, and I think a pipe 130 line could be brought quite easily from the lake to the kitchen and dining room, thus saving the carrying of water. 130 When you realize that thousands of boys apply for our scout camps each year, you will see why we feel it so 130 necessary for us to choose a site with great care. Please write me soon and tell me your lowest price for your site. Yours very 200 truly, (202)

Dear Sir: We have your letter inquiring about the prize we are giving. We are putting on a drive to get more boys to join our organization. We have two teams working now to get new boys, and the winning team will be given a very nice prize. All the boys are quite excited and are striving hard to win the prize. Anything you can do to give them a helping hand will be most welcome. Sincerely yours, (72)

Easy Business Letters

On Chapter Six

Gentlemen: The quality of the tires you sent us on our order of March 15 must not have been as good as o we have been getting from you. Several tires have been returned, and it has been necessary for us to give refunds on them. We have always carried a high quality tire and we have no wish to sell inferior ones to o ur market.

We will hold the tires in question until we hear from you. Sincerely yours, (75)

Dear Sir: The trees about which you wrote me in your letter of March 3 are native to this climate and are too²⁰ sensitive to the cold to be grown in your section, according to the reports of those who have tried to raise them there.⁴⁰ If you wish to try them we shall make immediate delivery, but we cannot be held responsible if ⁶⁰ you find that they are not satisfactory. We are holding the trees until we receive word from you. Very truly ⁸⁰ yours, (81)

Dear Sir: Special railway rates will go into effect tomorrow on all railways in this state. Why not plan to take*0 that trip on the train instead of by auto? Your time would not have to be divided by attention to the needs*0 of the car and could be devoted entirely to the enjoyment of your trip.

Spend the spring holidays with your friends. Go by train. See your railway agent today. Cordially yours, (71)

Dear Mr. Wright: We have received the goods you shipped us February 15. They reached us in good condition and are entirely satisfactory.

We find a three dollar error in your invoice for these goods and are calling to it to your attention, so that you may change your entry accordingly. Very truly yours, (56)

Dear Sir: Your letter of March 2 is at hand enclosing your check for \$165.80²⁰ This remittance has been placed to your credit. Our books do not show that your January bill has been settled, but⁴⁰ we may be mistaken. We are checking up on this and will write you again tomorrow. Yours truly, (58)

Can You Concentrate?

From "Your Job"

By HAROLD WHITEHEAD, of London, England

A man possessing concentration has the ability to exclude all other thoughts from his mind except those which demand his attention. If you find it difficult to concentrate

you must begin carefully and slowly to build up this necessary trait.

Begin with reading.

Are you able to remember the editorials or the articles which you read recently? Do you ever read a page of a book and then realize you haven't to the least idea what it is all about? If so, your attention was divided, for while reading the one was paper or book your mind was also busy with other thoughts, or else you were half-listening to other people talking in the room. Perhaps you were half-reading headings of other news items.

To overcome this energy¹⁴⁰ wasting habit you must become so interested in your reading that you are barely conscious of anything¹⁶⁰ else. Be satisfied to read less and really understand it. Most of us skim a lot of reading, but absorb¹⁶⁰ little.

For a time, practice reading aloud so that the sound of your voice may aid the impression of the eye²⁰⁰ in holding your attention.

So far as possible remove all distracting objects from the room, so that there is as little as possible claiming your attention.

Mental effort of a high order is required to develop⁸⁴⁰ concentration, but, the harder it is, the more valuable the trait becomes when acquired. Keep at it until⁸⁴⁰ you can read a book and understand it, even though the room may be full of talking people.

room may be full of talking people.

Finally, keep^{\$80} working at the one task in hand, until finished. If your mind wanders from it—force it back to what you are doing,⁸⁰⁰ and keep doing so until the task is done. Physical concentration leading to the completion of a task^{\$80} helps to develop mental concentration. (328)

Faithful Scotch By ENOS A. MILLS

(Reprinted in shorthand from Riverside Literature Scries No. 241 by permission of the publishers, Houghton Mission Company)

Adapted for Reading after Chapter VIII of the Manual

(Concluded from the February issue)

One day I took Scotch²⁵⁰⁰ and started up Long's Peak, hoping to gain its wintry summit. Scotch easily followed in my snowshoe tracks. At a²⁵³⁰ height of thirteen thousand feet on the wind-swept steeps there was but little snow, and it was necessary to leave snowshoes²⁵⁴⁰ behind. After climbing a short distance on these icy slopes, I became alarmed for the safety of Scotch. By²⁵⁰⁰ and by I had to cut steps in the ice. This made the climb too perilous for him, as he could not realize the²⁵⁰⁰ danger he was in should he miss a step. There were places where slipping from these steps meant death, so I told Scotch to go²⁵⁰⁰ back. I did not, however, tell him to watch my snowshoes, for so dangerous was the climb that I did not know that²⁵²⁰ I should ever get

back to them myself. However, he went to the snowshoes, and with them he remained for eight cold 2840 hours until I came back by the

light of the stars.

On a few occasions I allowed Scotch to go with me on short winter excursions. He enjoyed these immensely, although he had a hard time of it and but very little to 2200 eat. When we camped among the spruces in the snow, he seemed to enjoy sitting by my side and silently watching seem the evening fire, and he contentedly cuddled with me to keep warm

One cold day we were returning from²⁴²⁰ a four days' excursion when, a little above timber line, I stopped to take pictures. To do this it was necessary 2440 for me to take off my sheepskin mittens, which I placed in my coat pocket, but not securely, as it proved. 3460 From time to time, as I climbed to the summit of the Continental Divide, I stopped to take pictures, but on the session summit the cold pierced my silk gloves and I felt for my mittens, to find that one of them was lost. I stooped, put an arm²⁵⁰⁰ around Scotch, and told him I had lost a mitten, and that I wanted him to go down for it to save me the trouble. 2520 "It won't take you very long, but it will be a hard trip for me. Go and fetch it to me." Instead of starting 2540 off hurriedly, willingly, as he had invariably done before in obedience to my commands, he stood²⁵⁶⁰ still. His alert, eager ears drooped, but no other move did he make. I repeated the command in my most kindly tones. At this, instead of starting down the mountain for the mitten, he slunk slowly away toward home. It was clear 26 that he did not want to climb down the steep icy slope of a mile to timber line, more than a thousand feet below. sese I thought he had not understood me, so I called him back, patted him, and then, pointing down the slope, said, "Go for the state, Scotch; I will wait here for you." He started for it, but went unwillingly. He had always served me so 2000 cheerfully that I could not understand, and it was not until late the next afternoon that I realized that he as had not understood me, but that he had, at the risk of his life, tried to obey me.

The summit of the Continental 2700 Divide, where I stood when I sent him back, was a very rough and lonely region. On every hand were 2720 broken snowy peaks. My cabin, eighteen miles away, was the nearest house to it, and the region was utterly and wild. I waited a reasonable time for Scotch to return, but he did not come back. Thinking he might have gone by \$100 without my seeing him, I walked some distance along the summit, first in one direction and then in the other, \$^{8780}\$ but, seeing neither him nor his tracks, I knew that he had not yet come back. As it was late in the afternoon, and growing colder, I decided to go slowly on toward my cabin. I started along a route that I felt²⁰²⁰ sure he would follow, and I reasoned that he would overtake me. Darkness came on and still no Scotch, but I kept going²⁸⁴⁰ forward. For the remainder of the way I told myself that he might have got by me in the darkness,

When, at \$200 midnight, I arrived at the cabin, I expected to be greeted by him, but he was not there. I felt that something \$200 was wrong and feared that he had met with an accident. I slept two hours and rose, but still he was missing, so I2000 concluded to tie on my snowshoes and go to meet him. The thermometer showed fourteen below zero.

I started 2020 at three o'clock in the morning, feeling that I should meet him without going far. I kept going on and on, 3040 and when, at noon, I arrived at the place on the summit from which I had sent him back, Scotch was not there to cheer the wintry, silent scene.

I slowly made my way down the slope, and at two in the afternoon, twenty-four hours after see I had sent Scotch back, I paused on a crag and looked below. There in the snowy world of white he lay by the mitten in the snow. He had not understood me, and had gone back to guard the mitten instead of to get it. He could hardly so contain himself

for joy when he saw me.

After waiting for him to eat a luncheon, we started merrily account towards home, where we arrived at one o'clock in the morning. Had I not returned, I suppose Scotch would have died beside the mitten. In a region cold, cheerless, oppressive, without food, and per-haps to die, he lay down by the mitten 8080 because he understood that I had told him to. In the annals of dog heroism, I know of no greater²¹⁰⁰ deed. (3101)

"In Which Rosie Goes in Quest of Beauty"

om "Basic Fables," issued by Hollingsworth & Whitney Company, manufacturers of Basic Bond

Rosie Raven had never paid much attention to beauty treatments. In her part of the forest, life was considered complete if one took good care of one's nest and brought plenty of food home to the children.

But one day her shopping40 trip took her farther from home than usual; took her, in fact, by the pond where the Swan sisters live. And there were the sisters themselves, idly floating, side by side. How proud they were in their glistening beauty; how aloof; how snobbish.

"Humph!" thought Rosie, "I guess I'll be a platinum blonde myself." And the next day she moved to the edge of the pond to 100 learn

the ways of the Swan sisters.

But her daily baths served only to bring her near drowning twice. The chill of the water 120 gave her a severe cold in the head. And the lack of her accustomed food made her thin and haggard looking.

So140 after two weeks Rosie Raven returned to her home and family, black as ever, but rid of foolish ideas 100 about beauty.

It took sad experience to convince Rosie Raven of the age-old truth that inborn 180 characteristics endure. Wiser birds learn by two better methods: the experience of others, and a critical⁸⁰⁰ examination of the facts. (206)

Other Lumber Letters

Typical Letters on The Lumber Industry, from the manuscript by F. N. Haroun, High School of Commerce, Portland, Oregon, for the "Gregg Vocational Diction" series

(Continued from the February issue)

Gray Lumber Company 292 Fifth Avenue Portland, Oregon Gentlemen:

Enter our order²⁰ for the following material:

1 car 6x12-18' No. 1 Common Close Grain, Fir⁴⁰ Surfaced 4 Sides to full ½" off \$28.50 M' 1 car 6x12—16'⁸⁰ ditto 28.50 M' 1 car 12x12—18' ditto⁸⁰ 29.50 M' 29.50 M' 29.50 M'100 28.50 M' 1 car 12x12—16'
1/2 car 6x12—20'
1/2 car 12x12¹²⁰—20' ditto

ditto

29.50 M'

Be sure this stock measures up to these sizes after 140 it is dressed. We are giving you your prices on this order with the understanding that you will ship us good close 160 grain, small knotted stock, so that if we want to resaw it into 6x6, 4x6, and 4x4, we can180 do so.

1 car 12x12-40' No. 1 Common Close Grain, old-growth Fir rough \$30.50²⁰⁰ M'

Ship these cars by Chicago, Milwaukee & St. Paul, c/o Chicago Great Western, either at 230 Minnesota Transfer or Omaha. We don't want to ship over the Northern Pacific.

Load this stock in open⁸⁴⁰ cars. If you load more than one length in a car, keep the lengths separate—that is, one length in one end and the other separate in the other end. If you wish, you may load some of the 12x12—40' in the bottom of the car, 280 and put two other lengths on top.

Yours very truly, (289)

Blue Island Lumber Company Blue Island, Illinois

Gentlemen:

Please tell us on what basis you would be willing to accept the 138 pieces 6x12—16' found off-grade in car SP53275, and the 15 pieces 12x12-16' found off-grade in careo SP53257, so that we can report the matter to the mill and get their sanction to the settlement along the lines of our letter of the tenth.

Yours very truly, (96)

(To be continued next month)

Curious Clippings

Perhaps the story about the way the Chicago Fire started is true after all! We came across a squib, in20 our file of Dearborn Inde-. pendents the other day, saying that a cow hooked its horn through a lantern and dashed madly through a barn at Geneva, New York,

setting fire to the building and a straw stack. (55)

Of all the hiding places for hoarded gold, perhaps the queerest was disclosed when a man walked into the Chicago³⁰ Federal Reserve Bank last March and set up a camera on a tripod. Guards rushed up to prevent any40 picture-taking, and were astonished to find the camera full of gold coins.

"Just cameraflaging it from robbers,"60 explained the pretended photographer. And before the day was over he had returned three camerafulls of the yellow metal to Uncle Sam's coffers. We have it on the authority of the New York Times. (99)

A canary at Fort Lee, New Jersey, the Hudson Dispatch tells us, was transformed overnight into a little gray mouse—and no prestidigitator present, either! (30)

Key to O. G. A. Plate

I was already packing for the city—the mecca of our scribbling folk—and in my new leisure I walked to the park and lay for a while on the grass dreaming of the books I would write, tossing here and there among my thoughts some⁴⁰ bit of plot with which to

I lay idly on the bank till twilight, carving in thought my fame and fortune.

To be 60 as full of joy as I seemed almost to invite to failure, but since, I have taught the tempest of my head to fit itself to har-ness—and a stormy gust of thought now grinds a daily grist while the sharpest sprouts of wit are watered100 by a steady trickle of perspiration. (108)

March Talent Teaser

The Pencil

The word "pencil" comes from the Latin word "pencillus," which means "little tail." It was originally applied to 20 a small, finepointed brush which was used by artists to draw fine lines, make guide lines, to letter, or which might have been used40 for writing. Incidentally, such a brush is still known as a

When it was discovered that lead or silver 60—used by the very wealthy—would leave a fine line on paper, the piece of sharpened soft metal was called a pencil, " after the brush. Still later, the same name was applied to a sharpened piece of plumbago (graphite) which was used 100 for the same purpose. When a thin rod of graphite was encased in wood, the first pencil of the type we use to-day and its appearance. (124)—General Pencil Company's "Little Tails."

REMARKS

TEACHERS!

WE WANT YOUR ADVICE

Is there a definite need in your classes for a series of studies on the use and application of Modern Business Records? Is it practical to apply these studies in your classes?

We are planning a series of such studies for teachers and students, but before starting we want to get your valued advice as to its practicability.

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A Story of Velox

Overcoming Difficulties by Research and Perseverance

From "Popular Research Narratives," Compiled by Alfred D. Flinn, of Engineering Foundation

(Copyright by the Williams and Wilkins Company, of Baltimore)

Numerous Americans are, or have been, photographers of one variety or another. To most of 30 them the name Velox is familiar. Few, however, know of the years of hard work, the patient research, the repeated 40 discouragements, the slow process of education which preceded success. As far back as 1883, 40 L. H. Baekeland, who was an enthusiastic amateur photographer, while still a student in 40 the University of Ghent, invented this process. He was graduated in 1884, 100 and a few years later won the first prize in chemistry in a competition among the alumni graduated 130 within three years from the four Belgian universities. This prize included a traveling scholarship, 140 which brought him to the United States in 1889. Here he made acquaintanceships that led to 100 professional engagements in the manufacture of photographic films and papers.

In 1893, 180 with Leonard Jacobi, he established the Nepera Chemical Company in Yonkers, New York. They 100 began on a small scale the manufacture of photographic papers. Other investigators had substituted 100 silver-chloride for silver-bromide emulsions, but without change of process—namely, precipitation 100 and ripening, followed by washing. By committing 100 photographic heresy 100 in mitting the washing 100 entirely, Baekeland found he could make a silver-chloride which was relatively insensitive to yellow rays, and 100 could be manipulated by candle or gas light, if not brought too near. As to speed, the new paper was 100 incomparably inferior to bromide paper or ordinary chloride of silver paper. But he realized 100 he artificial light, and developing at a safe 100 distance (a few feet) this apparent defect could be turned to great practical advantage.

great practical advantage.

Do not imagine that overything went smoothly. In 1893 came a business panic. Then there was more than the overything went state that there was more than the over the state of technical troubles. For instance, while excellent paper could be made in temperate weather, it over became practically hopeless to do so in hot summer days. The remedy seemed easy—to rectify the temperature by artificial cooling, but this had not the desired effect. After a while special scientific over the over due not so much to temperature as to the over ture in the air. This led to installing a refrigerating system over which the air could be drawn first, os as to extract its moisture by precipitating it as ice, after which the dried air could be sent over on heated pipes so as to

raise its temperature to the proper degree before it entered the paper coating⁵²⁰ machinery.

Manufacturers in Europe, where the moisture in the air does not vary to such extraordinary 100 extent, had scarcely any conception of the difficult problems encountered in the United 100 States, where in winter the air is so dry as to cause electric sparks, while in the summer the air is often so 100 saturated that many objects condense humidity at temperatures as high at 76 degrees 100 Fahrenheit. Photographs made 111 inferior processes may last many years 112 kept in Europe, but 100 frequently deterioral here in a few weeks in summer. A simple 113 this distinguished which kind of prints were no 113 the fumes of 114 fade. By cutting a photograph in two and exposing one-half in a jar to the fumes of 100 ammonium-hydrosulphide a few hours showed the same amount of fading as would have been produced under ordinary 100 conditions after months or years.

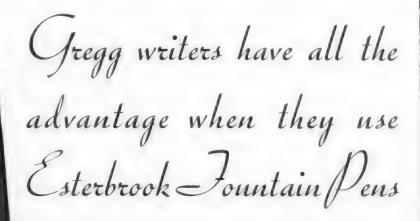
Upon these experiments was based the manufacture of several700 sensitized papers which could be unhesitatingly recommended as giving permanent prints. One of these papers 720 was called Velox on account of the speed with which the prints could be made independently of weather conditions.⁷⁴⁰ Baekeland was firmly convinced that this process had a great future. Unfortunately, the public did not think 760 so at all. In fact, it was disappointing to notice how every photographer, amateur or professional, 780 was wedded to the older processes and would have nothing to do with the method about which he felt soo so enthusiastic. His best friends and others did not hesitate to tell him that there was no chance whatsoever 820 for this new method, because "it was so much simpler and easier to print in the sun," to which everybody was accustomed.

Later he realized that most of these people knew too much and never gave themselves the see trouble of even glancing at the printed directions; they were, like so many other persons, past learning so anything new. Finally, success came from the most unexpected quarters. A new generation of modest amateurs began to read and follow directions. To the disgust of their more experienced friends who "knew it all," **so they showed excellent prints on the new paper, better in several respects than experienced men had produced with older processes. It required four years of hectic work and strenuous introduction before the business began to show slight profits. Two years more, and the enterprise began to prosper rapidly. In 1899, 980 it was sold, at a good price, to the Eastman Kodak Company, sixteen years after the beginning 1000 in Ghent. (1001)—Prepared from information supplied by Dr. Leo Hendrik Baekeland, New York.

Legal Papers -- V

(Continued from the February issue)

10. Upon breach of any of the above covenants, or upon the filing of a petition in bankruptcy by or against the Purchaser or



The Gregg System: The length of line, the length of curve, the size of circles, determine the word in Gregg shorthand. Therefore, the point must be absolutely uniform, if the notes are to be clear.

Esterbrook Fountain Pen with Gregg Re-New-Point: All Esterbrook Fountain Pens are equipped with Gregg Re-New-Point — a special fountain pen point that can be changed or screwed in by user, as easily as pen points in an ordinary holder. For writing Gregg shorthand, Esterbrook has designed a Gregg point, made accurately to Gregg specification.

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upon the making of a general assignment by the Purchaser, 900 or whenever in the opinion of the Seller the heating system is threatened with loss, damage or destruction of any kind, except reasonable wear and tear, or with the imposition of a lien, or od adverse claim of any kind, or in case of the failure on the part of the Purchaser to make any of said payments oo when due as aforesaid, the Seller may retake possession of said property free from all claims whatsoever, 980 and to that end without notice its servants and agents are hereby authorized to enter the premises 1000 of the Purchaser, or other premises wherever said heating system may be found, and without legal process, 1080 take and remove the same. The Purchaser hereby waives any action for trespass or damage therefor, and the 1040 seller in that event may at its own option either retain as consideration for the use of the heating1060 system any sums which may have been theretofore paid by the Purchaser, or may sell the said heating system 1080 at public auction. If the seller shall elect to retain as consideration for the use of the said heating 1100 system such payments as may have already been paid by the Purchaser, then the Seller shall have no further 1130 claims against the Purchaser for any balance of the said purchase price. If the Seller shall elect to resell1140 the said heating system thus reclaimed at public auction then the sum derived from such sale at public auction shall1160 be credited on account of the said purchase price, and the Purchaser shall be liable for the balance of the purchase price remaining unpaid, together with the cost of removing the said system and selling the same 1800 at public auction as aforesaid. (1206)

(To be continued next month)

All at Sea

A girl at the public library inquired if "The Red Boat" was in. The clerk at the desk replied, "I don't think we²⁰ have the book." "Oh, excuse me," said the girl, "I made a mistake. The title is 'The Scarlet Launch."

After a search, the 10 library assistant reported that no book with that title was listed

in the card catalog.

"But I am" sure you have the book," the girl insisted. Suddenly she opened her hand-bag and produced a slip of paper on which something was written. Then she blushed. "Oh, I beg your pardon," she said, "it's "The Ruby Yacht,' by a man named Omar." (100)

Short Stories in Shorthand Right, Yet Wrong

Teacher (pointing to map): Now, when you stand facing the north you have on your right hand the great continent of Asia. 80 What have you on your left?

Boy: A wart; but I can't help it, mam.

(31)

Experienced

He was applying for a position as book-

"Of course, you understand double entry?"

he was asked.

"Sure," said the applicant. "The last place I had I kept the books triple entry—one set for the boss, showing the real40 profits, a second set for the shareholders, showing no profits, and a third set for the income tax people, showing a loss." (62)

lcy Glances?

She (at basketball game): I don't see how the referee can keep so cool.

He: That's easy. Look at the fans around him! (20)

Not Surprised

Street Car Conductor: Madame, this trans-

fer has expired.

Irate Lady: Well, you can't expect much else with the cars so²⁰ poorly ventilated. (24)

He Must Be!

Young Hopeful: Your uncle seems rather hard of hearing.

His Pal: Hard of hearing! Why, once he conducted family²⁰ prayers kneeling on the cat! (25)

(Continued from page 430)

conflict between the social forms of production and the private system of distribution. The conclusion is reached that "the situation today calls for a reinterpretation of the great ideal with which the American people have been identified during their history."

Part IV is based on the thesis that "teachers ... cannot evade the responsibility of participating actively in the task of reconstituting the democratic tradition and of thus working pos-

itively toward a new society."

In Part V, the idea is advanced that the new education is to be designed not alone for children but for adults as well. "In this integration of the education of children and adults, the chasm separating school from life would be partially bridged." It will be necessary for this new school program to stress the development of the social principles.

The annotated bibliography is presented with the note that "the teacher whose work in the classroom is to be dominated by a concern for social questions must be quite sure that his knowledge rests on a firm foundation." Indeed, reading along the lines suggested is a necessary part of the program of the teacher who wishes to participate intelligently in a reorganization of education.



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AWARDS

VENUS-VELVET SHORTHAND CONTEST



The winners in the recent Venus-Velvet Shorthand Contest are listed below. Teacher awards were based on the quality of work shown by their students as a whole; student awards on the basis of individual excellence in shorthand penmanship.

TEACHERS—SILVER CUPS

PUBLIC

Miss Emma Bell Hauch Johnstown Senior High School Johnstown, Pennsylvania

PRIVATE

Mrs. Urina Frandsen and Miss Vivian Macaulay Woodbury College, Los Angeles

Sister Mary Clemens Alvernia High School Chicago, Illinois

STUDENTS-\$2.00 CASH

HARLAND F. DANNER and CECILIA ELBANOWSKI Teacher: Miss Lottie M. Carson School: Senior High School, Ann Arbor, Michigan

ERMEGENE BENTLEY ESTELLE BREDESON

Teacher: Miss Louise I. Martin School: High School, Bemidji, Minnesota

BETTY M. LEWIS and MARGUERITE F. MOHR Teacher: Miss Emma Bell Hauch School: Senior High School, Johnstown, Pennsylvania

RUTH NELSON

Teacher: Mrs. Bertha E. Hays School: High School, LaGrande,

HIPOLITO GONZALEZ

Teacher: Miss Kathleen Flood School: High School, Laredo, Texas

HELEN MOTT and MAR-

GARET SANTONGUE Teacher: Miss Helen B. Haines School: High School, Las Vegas, Nevada

EVELYN GETTELMAN

Teacher: Miss Dorothy Hummel S:hool: High School, Menomonee Falls, Wisconsin

JEAN PIXLER

Teacher: Miss Retta Kuykendall School: High School, Morgantown, West Virginia

KYO TANAKA

Teacher: Miss Gertrude Z. Morrison School: Senior High School, San Luis Obispo, California

Teacher: Miss Dulcie Angus School: Fife High School, Tacoma. Washington

LEONA LE PAGE

Teacher: Mrs. Marjorie L. Covell School: Bangor Maine School of Com-merce, Bangor, Maine

EVELYN CRANE, FANNIE DAVIS, ALPHA SANDERS, and IRIS ALPHA SANDENO, MAE TONEY MAE TONEY Macaulay

Teachers: Mrs. Urina Frandsen and Miss Vivian Macaulay School: Woodbury College, Los Angeles, California

NELLIE PARDINI

Teacher: Miss Segred Hongell School: Pacific Audit School of Business, San Francisco, California

ROSE UBERUAGA

Teacher: Sister M. Matilda School: St. Teresa's Academy, Boise, Idaho

ELIZABETH CONSTANT, MARCELLA CURLEY, MERCEDES FOLEY, ISABELLE GORSKI, VIRGINIA GROTHUS, MARGARET OTTEN,

and MARGARET PECHOUSEK Teacher: Sister M. Clemens School: Alvernia High School, Chicago, Illinois

RAYMOND BERG, MARIAN ED-WARDS, and DOROTHY HAHN

Teachers: Sister M. Cunigundis and Sister M. Philomena School: St. Alphonsus School, Chicago, Illinois

STELLA BULCZYNSKI and AGNES WHITE

Teacher: Sister Mary Elfrida School: St. Augustine High School, Chicago, Illinois

PAULINE LOISELLE Teacher: Sister M. Leocadie of

Jesus School: St. Joseph's School, Cohoes, New York

LUCILE SABIN

Teacher: Sister Ethelfrieda School Sacred Heart High School, Gallup, New Mexico

ANITA MC INTYRE and MARGARET M. SULLIVAN

Teacher: Sister Margaret Vincent School: St. Patrick's Girls' High School, Halifax, Nova Scotia

JEANETTE STECKOWSKI

Teacher: Sister Mary Paul School: Academy of St. Therese, Lakewood, Ohio

ALFRED C. JARZOMBEK and LILLIAN WEIS

Teacher: Sister Teresa Margaret School: St. John Commercial School, New Haven, Connecticut

WILMA BROEMMEL and HELEN NIEHAUS

Teacher: Sister M. Josella School: Notre Dame of Quincy, Quincy, Illinois

MILDRED A. FINNERAN and LEXINA MAC GILLIVARY Teacher: Sister Catherine Mary School: St. Joseph's High School,

Roxbury, Massachusetts

CLEOPHA VENNEMAN

Teacher: Sister M. Teresa School: St. Francis High School. St. Paul, Kansas

PATRICIA LANDZIUS, JOANNA RITA PANNONE, ALICE PETRO, FLORENCE RIZZO, and MARY

VALUCKAS Teacher: Sister St. Agnes Martyr School: Waterbury Catholic Hi Catholic High

AMERICAN PENCIL COMPANY Hoboken, N. J.

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ONLY 37 OUT OF A TOTAL OF 116

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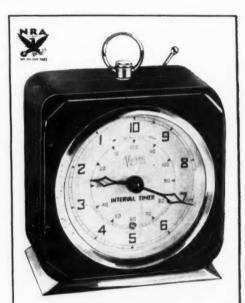
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